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ABSTRACT

A guide for college and university educators who manage service-learning programs, or programs that support student involvement in the community, is presented. A systematic approach to planning and managing service-learning programs is presented, management functions for supporting a service-learning system are identified, and ideas on implementing these support functions are presented. The following functions that are normally the responsibility of service-learning educators are covered: management functions (e.g., planning, organizing, coordinating); functions related to developing strong service projects in the community (e.g., assessing community needs, developing projects and placements, monitoring results); functions related to facilitating student learning (e.g., helping students identify learning objectives, prepare service-learning agreements, and assess learning); support functions (e.g., recruiting, orienting, and transporting students); and office-related functions (e.g., budgeting, recordkeeping, and personnel management). Information is general enough to apply to programs of different size, complexity, and persuasion. Kinds of service-learning programs, characteristics of programs associated with academic affairs versus student affairs, and program management activities are briefly considered. A large selection of sample forms to aid in needs assessment, management, and evaluation of service-learning programs is included. A list of organizations supporting service-learning and references are also included. (SW)

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THE SERVICE-LEARNING EDUCATOR:
A GUIDE TO PROGRAM MANAGEMENT

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Introduction

This manual is for college and university educators who manage service-learning programs. Whether you are just starting a program, or are a more seasoned manager, it should be useful to you.

Companion materials are also available for faculty interested in service-learning and for college students.

This manual –

- Presents a systematic approach to planning and managing service-learning programs
- Identifies management functions for supporting a service-learning program
- Provides ideas on carrying out these support functions
- Lists additional resources which others have found helpful

This is a planning tool, not a workbook. It does not give one set of procedures to "work through," but offers alternatives which can be adapted to unique situations. The looseleaf arrangement allows you to add information as well as to reorganize material to suit your needs. Examples of forms appear throughout the text. Blank forms are provided at the end of the manual for your use.

The manual is organized into five chapters representing the five major functions that are normally the responsibility of service-learning educators. These are:

Chapter 1 – Management functions, e.g., planning, organizing, coordinating

Chapter 2 – Functions related to developing strong service projects in the community, e.g., assessing community needs, developing projects and placements, monitoring results

Chapter 3 – Functions related to facilitating student learning, e.g., helping students identify learning objectives, prepare service-learning agreements and assess learning

Chapter 4 – Support functions, e.g., recruiting, orienting and transporting students

Chapter 5 – Office-related functions, e.g., budgeting, recordkeeping and personnel management

This manual is not intended in any way to promote a "standard service-learning program model"; in fact, it should do just the opposite. While some functions may be inappropriate to your situation, your colleague on a neighboring campus may find those same functions essential to program success.

Differences among programs throughout the country have given service-learning its rich variety and unique perspective. This manual provides information general enough to apply to programs regardless of size, complexity and persuasion. It also includes much of what service-learning educators believe is useful, but has only begun to scratch the surface. We hope you will continue to build on the information in this guide.

It is impossible to acknowledge all the many contributors to the manual, but the following people deserve special recognition. Their willingness to share materials, insights and experiences has been gratifying, and the excellence of their work has made this project a significant learning experience for those involved.

Staff of the Education and Work Program of the Northwest Regional Educational Laboratory, Portland, Oregon, were responsible for the design and development of the manual.

Special acknowledgment is due the following persons who reviewed the manual in draft form and contributed numerous helpful ideas: Paul Breen, Barbara Hofer, Carol Moore, Judy Sorum, Rich Ungerer and Hal Woods.

A complete listing of institutions contributing information to the development of the manual is contained in the Acknowledgments at the end of the manual.

One further note: In bibliographies you will see references to the National Student Volunteer Program (NSVP). The name has recently been changed to the National Center for Service-Learning (NCSL). Materials and services formerly available through NSVP are now available through NCSL:

ACTION/NCSL
806 Connecticut Avenue N.W.
Washington, D.C. 20525
Toll free: 1-800-424-8580
Branch 88 or 89

MANAGING
A SERVICE-LEARNING PROGRAM

HELP WANTED—Univ. seeks educator w/ proven mgmt. skills to direct serv.-learning prgm. Promote accessible, quality delivery systm. to underserved comm'tys while satisfying univ. need for recognition, student need for meaningful exper., & diverse needs of faculty. Duties: Program design, implementation and eval. Carry out successful comm'ty relations prgm. Negotiate w/faculty to meet academic requirements. Role model for students. Supervise staff. Qualifications: PhD ED w/MBA or equiv. Demonstrated expertise in designing postsecondary experiential learning prgms. & comm'ty serv./ voluntary action efforts; excel. oral & written comm. skills; fund-raising exp. Knowledge of interdepartmental politics at univ. level desirable. Salary negotiable, but small. Potential for advancement uncertain.

CHAPTER I
Managing a Service-Learning Program

The Concept of Service-Learning

The advertisement on the preceding page is fictional. The responsibilities, the mix of skills needed by service-learning educators, and the complexity of the job are not exaggerated, however. The service-learning coordinator is expected at the least to be a community change agent, an educator and a manager – simultaneously.

Over the past decade various approaches to dealing with the diverse requirements of service-learning program design and management have evolved. While no one program is exactly like another, structurally or functionally, service-learning educators responsible for managing these programs generally must in varying degrees ensure that effective service is delivered to the community, that students are learning from their experiences, and that adequate support is provided to enable the service and learning to occur.

Programs that support student involvement in the community may have different names – Service-Learning Program, Office of Experiential Education, Internship Program, Community Involvement, Field Experience Program and Volunteer Bureau are a few of the more common ones. In this guide, we use the term service-learning to describe programs that focus on meeting human and community needs, while helping students to learn from their experiences.

In service-learning programs, the "service" is controlled or owned by those who are to be served, while the "learning" is controlled by the learners themselves. These two fundamental premises mean that service objectives must be clearly differentiated from learning objectives.

Community individuals and groups should determine what it is that is to be done; similarly it is the student who should determine what will be learned. Colleges and universities have a unique opportunity to develop and support programs that transfer to clients control of services that are offered. Such a transfer results in an active role for the client in the service process. Thus the client comes to be regarded as an "acquirer" of services, rather than a passive "recipient" of services.[1]

The following are some examples of service-learning projects:

- Students in one Eastern state were instrumental in having a small claims court established as a part of the state's district court system. Serving as advocates for low-income consumers, the students prepared a feasibility study for a small claims court system and submitted it to the state legislature which passed legislation creating the system. The students next prepared a publication explaining the small claims court procedure to low-income consumers. The court today services thousands of consumers who do not have the funds to pay for legal counsel.

- Due to the efforts of students at a Southern university, more than 1,000 subsistence farmers in several southern states now have local outlets for their produce and low-income city dwellers have access to nutritious bargains. Prior to the student-initiated project, the farmers had no control over their markets. By helping farmers to organize weekly food fairs, the students enabled new urban-rural links to develop while bypassing middlemen who in the past had taken most of the farmers' profits.

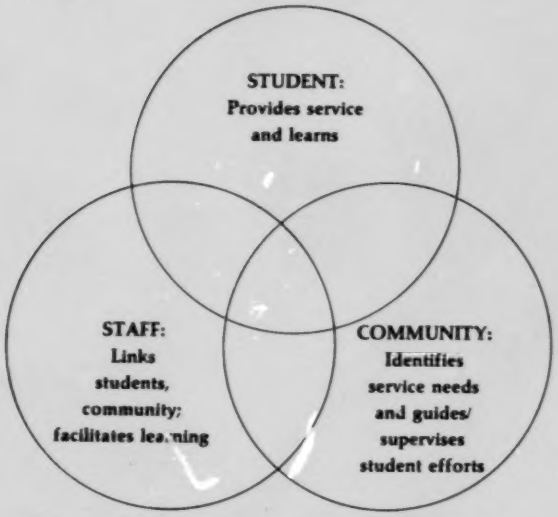
- Students at a Western college initiated a program to teach independent living skills to retarded adults. The program concept has quickly spread to other colleges throughout the state where several hundred retarded adults are learning to live on their own outside of institutions. The student volunteers offer 14 different courses for these people on such issues as keeping healthy, managing money, assertiveness training, physical fitness, cooking, traveling and earning a living.

A distinguishing feature of these projects is that each went beyond simply doing something for someone in need. In each case, individuals or groups in the community gained power and resources that increased their autonomy; they became service acquirers, more autonomous, better able to advocate for themselves, in greater control of their own lives.[2]

Kinds of Service-Learning Programs

As service-learning projects are developed they usually are bound together by some kind of programmatic structure. The purpose of any service-learning program is to support various kinds of projects. This is important to keep in mind as you think about your role as a manager.

The management role can be carried out in numerous ways, but is always concerned with facilitating and catalyzing both the student's placement with the community agency and the student's learning. Often the management role is split: for example, the service-learning office will arrange the placement, while a faculty member will guide the student's learning. In some cases the service-learning office sponsors the placement and the learning; in other cases a faculty member does both. Occasionally, the student negotiates the placement while the service-learning office provides guidance to support the student's impact on a community need.



Service-Learning Roles

Analyzing Your Program

Because service-learning is so closely tied to the specific conditions of your community and college, there is no one "right" way of designing your program. Elements to analyze in planning your program include the types of projects to be supported by your office; who initiates projects; the type of support you will provide to projects not initiated by your office; and how you will serve as a focal point for coordination between the school and community.

The following are some typical structures for service-learning programs:

Student-initiated. This type of service-learning program is characterized by projects that are initiated entirely by students. The service-learning office may provide funding and support to students and, if appropriate, locate faculty members willing to grant credit and other academic support.

Centrally organized on campus. In this structure projects are organized and initiated by the service-learning office. Coordinators manage individual projects, and the service-learning office recruits and places students. Faculty frequently use the service-learning office to arrange student placements. The office may provide workshops on service-learning for students and faculty, may initiate research into various issues connected with service-learning, and may be responsible for setting campus policies on credit, grading, stipends and criteria for acceptable projects.

Faculty-initiated. Here, projects are initiated entirely by faculty or academic departments. The service-learning office supports these projects by referring students to faculty members and by providing general assistance.

Clearinghouse or bureau. Principal activities of the office in such a program are recruiting and placing "walk-in" students, providing assistance to those who want to pursue self-directed learning and, in some cases, referring students to faculty willing to grant credit.

Coordinated off-campus for several colleges and universities. The off-campus service-learning office serves the needs of several colleges and universities within a specified geographical area. Such an office typically arranges placement opportunities; places students referred by participating colleges and universities; and coordinates efforts among institutions to set up common practices regarding academic credit and requirements for participating students. Internships for students are typically arranged by the off-campus office.

Many service-learning offices combine more than one of the above elements. For example, it is quite common for an office to support both a volunteer clearinghouse and projects initiated by students or faculty. The key is to recognize that each campus service-learning office needs to develop its own unique way of supporting students, faculty and the community.

Service-Learning Programs and Institutional Structure

The institution's approach to service-learning is frequently mirrored in the placement of the service-learning program in the administrative structure. Consider the following:

> In one institution, the service-learning program occupies an office that is responsible to the Vice President for Academic Affairs. The office is headed by an Assistant Dean and is responsible for developing policies regarding credit and courses. The program promotes the concept of service-learning among faculty and provides interested faculty with placements for students and other materials that facilitate service-learning.
>
> In another institution, the service-learning program is part of the Office of Student Activities. This program develops service-learning opportunities for students and attempts to interest college faculty in service-learning. It also identifies faculty who believe in the value of awarding credit for off-campus learning experiences.

Both these approaches produce effective service-learning programs; however, each has distinguishing features:

Service-Learning Program Associated with Academic Affairs

1. Tends to reflect a high commitment on the part of the institution, since "Academic Affairs" is the institution's mission.
2. Tends to result in a centralized, coordinated service-learning program, since institution-wide academic policy affects everyone equally.
3. Runs the risk of over-emphasizing "learning" and under-emphasizing "service."
4. Runs the risk of exploiting community agencies and individuals due to the organizational emphasis on student learning.
5. Is usually able to facilitate involvement by many different departments.

Service-Learning Program Associated with Student Affairs

1. Tends to be more flexible in responding to student needs and open to student initiatives.
2. Tends to be responsive to community needs and committed to solving community problems.
3. Runs the risk of over-emphasizing "service" and under-emphasizing "learning."
4. Runs the risk of being a lower priority within the university's mission, and hence, may be less stable.
5. Usually linked with only one academic department if credit is offered.

In addition to these approaches, other variations deserve mention:

> One institution has established a service-learning program as a separate academic office offering credit for service-learning courses. This program hires its own faculty, who arrange placements for students and conduct weekly or biweekly seminars for students.
>
> Another institution has a separately endowed service-learning program. Several projects are managed on an ongoing basis and project coordinators conduct seminars with students that promote learning. The stability of this program is ensured by its endowment.

Whatever the institution's approach, there are numerous ways a college or university can benefit from supporting a service-learning program:

- It increases the number of learning opportunities the institution can offer students and may consequently attract more students to the institution.
- It provides a way for the institution to play a vital role in community affairs, thus increasing public support.
- It offers the institution a way to prepare students more effectively for the world of work.
- It gives the institution an opportunity to participate in building a better, more humane community, thus creating a more healthy environment for the institution itself.
- It offers numerous opportunities for research and scholarship related to the nature of learning and to the relationship between the learning institution and society, consequently enhancing the intellectual life of the institution.
- It enhances liberal education by providing a testing ground for classroom concepts, expanding the student's sense of cultural awareness and encouraging the value of lifelong service to one's community.

Supportive Management

In order to make human service delivery programs work, the management of those programs must see its role primarily as giving support. In any human service program, the service that is delivered depends on an ability to respond to actual needs. Service-learning does not work well when individuals outside the community come barging in telling people what their needs are and what must be done to solve their problems. It does work well when individuals take the time to understand community persons' perceptions of their needs and help them work toward solutions that will alleviate those needs.

Supportive management does not mean you should be the pawn of any community organization needing help; rather, having chosen to work on a community problem, your obligation is to help people solve problems. Your program will also work best if you see your function as providing support to students and faculty who desire to get involved in solving community problems.

A Management System

Analysts of contemporary problems in administering service-learning programs point out that poor organization often underlies nearly every problem. Indeed, if you ask program managers to describe the greatest day-to-day problems they face, you'll probably hear nothing new. Instead, you'll hear things like:

- Our program lacks direction.
- There's no follow-through with students.
- Agency people are reluctant to accept students.
- Faculty think students can use community members as subjects for experiments.

This pattern of complaints suggests there may be an underlying cause. Marlene Wilson, for example, believes program administrators need "to develop the expertise to be *good managers* (her emphasis)."[3] In an age of shrinking resources, increasing service needs and an ever-present call for accountability, many experts feel the development of sound managerial skills is the best hope for the effective and efficient delivery of needed services.

In their influential book *Principles of Management*, Koontz and O'Donnell[4] describe five kinds of managerial functions:

Planning	– Planning functions help you determine **WHAT** is going to be done in an organizational effort.
Organizing	– Organizing functions elaborate **HOW** you are going to carry out plans.
Staffing	– Staffing functions help you select **WHO** will carry out the effort.
Directing	– Directing functions help you coordinate ongoing activity.
Controlling	– Controlling functions assist you in determining how successful your effort was.

Because coordinating a service-learning program differs considerably from managing a profit-making business, three of these functions are better described by a different choice of words. For example, while the term "staffing" may accurately describe the way you locate personnel for your office, you probably spend most of your time *involving* people: students, faculty, community representatives and so on.

A service-learning coordinator's job is less concerned with "directing" subordinates and more concerned with coordinating, supporting and assisting. For this reason we call the fourth kind of function *coordinating*.

The term "controlling" connotes to some an authoritarian managerial style. Based on our observations of service-learning programs, we call the final type of function *assessing:* helping persons see the consequences of their actions.

These five management activities – **planning, organizing, involving, coordinating, assessing** – can be applied to most of the tasks you undertake. They form a systematic management *process*. This process can be applied to each functional area and supporting task that your office carries out. For example, let us look at recruitment as a function.

You begin by planning your recruiting effort: What do you hope to accomplish through recruiting? Do you *plan* to recruit 400 students? Or 19 students? After you have made your decision, you need to *organize* to get your recruiting done. What specific steps will you follow? Who will do each step? When will each be done? Where will your recruiting effort take place? Having answered these questions, you need to turn to obtaining commitments from those you hope will carry out the effort: you need to *involve* people in the task. As your recruitment effort progresses you must *coordinate* ongoing activities. Perhaps something is not going according to expectations – you will need to modify your plans. Maybe a conflict arises – you will have to mediate the conflict. Finally, after the recruitment effort is finished, you need to examine or *assess* how well you did. Did you recruit the number of students you planned to recruit? What worked well? What needed improvement? How would you do things differently next time?

Though it sounds somewhat time-consuming, a process such as this one can help you think through each activity your office provides, and can point out elements you may have overlooked. The process may be used to manage program activities that cover an entire school year, as well as the activities of various projects supported by your program.

Try to keep the process of planning, organizing, involving, coordinating and assessing in mind as you consider each of the major functional areas described in the rest of this manual.

Endnotes

[1] Robert Sigmon, "Individualized Service-Centered Learning: A Faculty View," in Warren Bryan Martin, ed., *Redefining Service, Research and Teaching* (San Francisco: Jossey-Bass, Inc., 1977), p. 67.

[2] Robert Greenleaf, "The Servant as Leader" (Cambridge: Center for Applied Studies, 1970).

[3] Marlene Wilson, *The Effective Management of Volunteer Programs* (Boulder: Volunteer Management Associates, 1976), p. 16.

[4] Harold Koontz and Cyril O'Donnell, *Principles of Management* (New York: McGraw-Hill, 1955-1968), pp. 48-50. Cited by Wilson, *ibid.*, pp. 25-40.

Additional Readings

Two annotated bibliographies are available in the field of experiential education:

Stutz, Jane Porter and Knapp, Joan, eds. *Experiential Learning: An Annotated Literature Guide.* Columbia, MD: Council for the Advancement of Experiential Learning (CAEL), 1977.

Brewer, Carolyn G. and Hagerty, Donald J. "Field Experience Learning and Higher Education." Davis, CA: Work-Learn and Career Development Center, University of California at Davis, 1976. (This publication is to be revised and updated on a yearly basis.)

The National Society for Internships and Experiential Education publishes a resource list that includes organizations, institutions, periodicals, how-to materials, individuals and published articles – all dealing with experiential education. (A listing of key agencies is found in the Appendix.)

The National Center for Service-Learning (formerly the National Student Volunteer Program), a part of ACTION, publishes *Synergist*, the leading journal in the field of service-learning. The Fall 1978 issue of *Synergist* contains an index of major articles appearing in the journal since 1971. *Voluntary Action Leadership*, published quarterly by the National Center for Voluntary Action, is also an important journal.

The National Center for Service-Learning (NCSL) publishes several technical assistance materials, available at no cost, including the following items:

It's Your Move. 1976. 51 pp. A basic guide written to assist community groups and agencies working with student volunteer programs.

Planning by Objectives. 1974. 70 pp. A planning manual designed to help people who work with student volunteers learn a system for effectively planning and implementing service-learning programs.

Training Student Volunteers. 1973. 103 pp. A training manual developed to help student volunteer coordinators and others plan and conduct training activities for students involved in community service programs.

Evaluating Service-Learning Programs. 1978. 65 pp. A guide for program coordinators to use in designing and implementing evaluations that will provide information on program activities and effectiveness.

High School Student Volunteers. 1972. 60 pp. A basic manual written to help secondary school officials conceive and implement service-learning programs.

High School Courses with Volunteer Components. 1974. 167 pp. Twelve case studies prepared to help high school faculty design courses in which community service activities complement classroom work.

The following selected materials expand upon concepts brought up in this chapter. Although this list is not designed to be an annotated bibliography, we have included brief descriptions of articles whose titles are not self-explanatory.

Althof, James. "Going Academic: Move Your Program into Service-Learning." *Synergist* 3, 2 (Fall 1974).

Duley, John, ed. *Implementing Field Experience Education.* San Francisco: Jossey-Bass, Inc., 1974. This collection of essays explores the implementation of field experience education in various settings.

Duley, John and Gordon, Sheila. *College-Sponsored Experiential Learning: A CAEL Handbook.* Columbia, MD: Council for the Advancement of Experiential Learning, 1977.

Greenleaf, Robert. "The Servant as Leader." Cambridge: Center for Applied Studies, 1970. This essay examines the idea that the best leaders are those who serve in such a way that those served grow healthier, wiser and more autonomous.

Keeton, Morris and Associates. *Experiential Learning: Rationale, Characteristics and Assessment.* San Francisco: Jossey-Bass, Inc., 1976. This volume has been extremely influential and contains perhaps the broadest view of experiential learning to have yet been offered.

Little, Tom. "Intellectual Passion." *Synergist* 8, 1 (Spring 1979).

Martin, Warren Bryan, ed. *Redefining Service, Research and Teaching*. New Directions for Higher Education #18. San Francisco: Jossey-Bass, Inc., 1977. This is a collection of important essays relating to all aspects of service-learning.

Peterson, Virgil. "Volunteering and Student Value Development: Is There a Correlation?" *Synergist* 3, 3 (Winter 1975).

Sexton, Robert F., ed. "Dimensions of Experiential Education." Washington, DC: National Center for Public Service Internship Programs, 1976.

Sexton, Robert and Ungerer, Richard A. "Rationales for Experiential Education." ERIC/Higher Education Report #3. Washington, DC: American Association for Higher Education, 1975.

Sigmon, Robert. "Service-Learning: Three Principles." *Synergist* 8, 1 (Spring 1979).

Wilson, Marlene. *The Effective Management of Volunteer Programs*. Boulder: Volunteer Management Associates, 1976. This book contains a comprehensive discussion of how to manage volunteer programs effectively.

CHAPTER II
SERVICE:
Your Program and the Community

Overview

This chapter describes the major functions your service-learning office can undertake to provide effective service to the community. The following functions are discussed:

1. Involving the community in assessing needs for service
2. Determining which needs will be addressed
3. Developing projects and placements
4. Maintaining communications
5. Monitoring project activities
6. Ending projects . . . and beginning again

Introduction

Experience has shown that students are able to provide better service and learn more when they understand the need they are addressing and how their work fits into an overall plan.

Usually the best way to identify existing needs is to get out into the community and ask people. In some cases, reliable and up-to-date needs assessments may already have been carried out by a Voluntary Action Center or similar agency. Try to determine from existing data those needs which are most appropriate for your program to meet, needs that existing programs are not currently meeting, and needs for which your college or university can provide unique resources.

Having selected which community needs your program will address, plan and develop projects with the full participation of individuals in the community most affected, and with your students and faculty. Write descriptions of the positions available for students. As projects are implemented, you will want to maintain communications with persons involved in the project, provide guidance and support and monitor ongoing activities. Finally, there will come a time when projects are over – either the school year ends, the need has been met, or the project is assumed by another community group. When this occurs, you should bring closure to projects.

Many service-learning programs begin by developing one-to-one direct service projects in conjunction with established community agencies. As programs become more attuned to community problems, they often uncover areas of need that no existing community agency is meeting. Such needs may include serving as advocates for individuals who may not be able to speak out for themselves, e.g., retarded adults; or creating community facilities to serve a neglected segment of the population, e.g., a home for run-aways. Often projects are a mixture of all three elements of direct service, advocacy and community development.

In one community, students who were providing one-to-one services in an institution for retarded adults uncovered major abuses against the residents. The students brought the abuses to public attention, which resulted in authorities closing the institution and establishing a community-based halfway house.

Examples of direct one-to-one service projects are:

- serving as big brothers/big sisters
- providing companionship to older persons
- tutoring
- providing recreation for the handicapped

Examples of projects which leave the community with a tangible product include:

- creating a halfway house for de-institutionalized retarded adults
- establishing a home for run-aways
- developing nature trails for the blind
- setting up community recycling centers

Examples of advocacy/organizing projects include:

- helping a community group oppose plans to build a freeway through the neighborhood
- exposing malpractice in a home for the aged
- helping low-income people organize a coalition opposing utility rate increases
- enabling low-income renters to develop a tenants' rights organization

While advocacy and organizing projects are generally more complex than direct one-to-one service projects, they often are more stimulating educational experiences for students. At the same time, they can leave low-income people stronger and more able to advocate for their own rights and needs, and less dependent on the services of others.

Finally, if several colleges and universities are located in the same community or city, it is important for them to coordinate their service-learning activities. Occasionally, well-known community organizations are overwhelmed with volunteers, while equally needy, but less visible groups are left begging. Some cities maintain a central placement office which serves as a resource to all institutions. Institutions should strive to maximize the uniqueness of the services they provide. There are always needs that are not being met, and each institution has unique resources to contribute.

FUNCTION #1: Involving the Community in Assessing Needs for Service

Description and Rationale

Assessing community needs is where service-learning should begin. Many programs flounder because they fail to find out what the service needs truly are. Such programs often assume that certain needs exist, but they may be overlooking more real, less obvious needs. Periodic assessment of community needs will keep you aware of changes that may be occurring, and lead you to a need that no one else is serving. By meeting such a need, your program will gain in identity and purpose. By keeping track of changing needs, you will be able to widen the repertoire of opportunities and provide service experiences on target for students, as well as providing students who are on target for the community.

Your principal question in assessing community needs is, "If students were available to help solve problems, what kinds of tasks would they be doing?"

You can train student interviewers to approach community people directly, or you can concentrate your efforts on checking with major community service agencies and advocacy groups. It is crucial to follow up your survey by informing respondents of the results and how you plan to address the needs identified. If you are going to concentrate on only one need, it is important to explain why you made that decision.

How To Do It

The tasks associated with conducting a needs survey are similar whether you are surveying members of a single group or an entire community. A community survey can be a valuable student or class project. Education, sociology, psychology and math departments are full of potential helpers. Here are some steps to consider in planning a survey:

1. Decide what kind(s) of information you want. Some typical alternatives are:
   - What are the most pressing problems in our community?
   - How could you use students in this organization?
   - How could you utilize students in new ways in your organization?
2. Determine who has the information you need. Begin by listing the information and the persons who are most likely to have it.
3. Determine whom you are going to survey. (See Tools and Techniques #1.) This can be done in conjunction with selecting a desired survey method, since some techniques allow you to reach more people in less time, while others allow you to get better information, but require more survey time.

   The key to effective surveys is choosing a representative *sample*. Usually you won't be able to question everyone in the community, so you need to make sure your sample is representative of the entire community population. When you survey an agency or community organization, sampling won't be necessary because your population is usually small enough to survey in its entirety. But if you want to survey a neighborhood to determine the kinds of help students might provide, you will have to study various types of *sampling* procedures. (See Tool #2.)
4. Select a time to conduct the survey.
5. Decide who will conduct the survey and provide appropriate training. (See Tool #4.)
6. Prepare materials. (See Tools #3, #4 and #5.)
7. Conduct survey.
8. Analyze results.
9. Publish and distribute the results.

Tools and Techniques

Tool #1. Looking At Your Community[1]

The list below may be used to help you start looking for areas of community need.

You can learn about needs in each of these areas by sending students into the community to document what they see; what they learn from newspapers, from radio and television news reports on the community, and from talking with representatives of grassroots groups, neighborhood and block groups, United Way agencies, Voluntary Action Centers (VACs), and other organizations that serve the community.

1. **Recreation.** Are recreation needs of community members being met? Are there playgrounds? Recreational opportunities for older persons? For handicapped persons?
2. **Culture.** Could life in the community be enriched by providing opportunities for cultural expression?
3. **Education.** Are the schools in the community doing an adequate job? Are they safe? Is vandalism a problem? Are needs of learners of all ages being met? How about learners with special needs? Would consumer or legal education projects improve conditions in the community?
4. **Economy.** Are people who own land or buildings and operate businesses in the community making an effort to improve the community as a place to live? Is there a credit union? Do banks serve low-income neighborhoods?
5. **Local Government.** Do community residents have access to local governmental units? Is local government responsive to community needs? Do local politicians adequately represent the community?
6. **Welfare.** Are welfare recipients being discriminated against or taken advantage of by government, business or industry? Are persons ignorant of welfare benefits or denied welfare benefits?
7. **Religion.** Since the 60s, many religious organizations have retained an activist stance on the side of the poor. Are there areas in which these groups need assistance?
8. **Health.** Are physical and mental health needs of the community being adequately met? Are poor community residents being discriminated against in matters of health care?
9. **Public Safety.** Are prisoners receiving adequate services? Probationers and parolees? Are neighborhoods well lighted at night? Are neighborhoods kept clean? Is there a small claims court? Have residents organized to combat crime? Is the judicial system responsive?
10. **Mass Communication.** Is there a need for better communication within particular neighborhoods or among foreign language-speaking residents?
11. **Planning and Ecology.** Do city planners neglect poor neighborhoods? Are there facilities for recycling paper, plastic, glass and metals? Does adequate research exist concerning pollution levels in the community? Or safety of buildings?

Tool #2. Advantages and Disadvantages of Survey Techniques

Kind of Survey	Advantage	Disadvantage
Telephone Survey	You get direct responses to questions.	You lose advantage of face-to-face contact with respondent.
	Good way to get through to busy agency people.	Time consuming.
	You get desired information immediately.	Not everyone has a phone – especially in certain low-income communities.
		Requires skill to record responses accurately.
Mail-Out Questionnaire	You can survey great numbers of people this way.	Response rates are almost always low; data you receive may represent feelings only of a small group.
	Data can be made easy to tabulate.	Tends to be perceived as impersonal.
	Takes little of your time to conduct.	Different people may interpret questions differently; it may be difficult to interpret responses.
	A good way to survey agencies with established offices.	Can be costly.
Personal Interviews	Yields the most accurate information.	The most time-consuming method of surveying.
	Gives you opportunity to establish good relations with community members.	Requires skill to record responses accurately.
Visits to Large Group Meetings	You can conduct an on-the-spot survey of a large number of people.	Other business of the large group may be distracting; you may be distracting to the group.
	You have an opportunity to answer questions.	You may not be able to clarify issues for all participants.
	Not time consuming.	Large group may omit important segments of the population.
Community Meetings	Can be used within neighborhoods.	Impractical for any but the smallest communities.
	Can reach large numbers of people quickly with an on-the-spot survey.	Requires skill.
		Requires logistics, unless such meetings occur regularly.

Tool #3. Community Need Survey

The following questionnaire was used in a rural area suffering from generations of poverty. It was written in a language understood by community residents and generated much useful information for college students who conducted the survey in an effort to improve their rural development program.

COMMUNITY NEED SURVEY

1. What is your occupation? If retired or disabled, what was your occupation?
2. How many are there in your family?
3. How long have you lived here?
4. What kind of things in your community need changing?
5. What would you say is the community's biggest problem?
6. What kind of shape are the roads in around here?
7. What is there to do for fun for grown-ups and children here in the community?
8. Do the politicians try to help your neighborhood? In what way?
9. Who should collect garbage for all the people in the county?
10. What do you think of the schools?
11. Do you belong to an organization or group (PTA, church group, etc)?
12. Do you belong to a church and do you attend regularly?
13. What can be done to develop more jobs for the people here?
14. Why do you live here?
15. Do you think enough is being done for poor people?
16. What do you think of the conditions of houses in your neighborhood?
17. What do you think of medical services in your county?
18. How good is the Sheriff's Department?
19. What is the most important thing needed here in the community?

Tool #4. Training Interviewers

If your needs assessment will be conducted by interviewers, it may be helpful to offer them training in interviewing skills. Training should give them practice in –

- Putting the respondent at ease
- Explaining the purpose of the survey
- Explaining how the information will be used
- Recording answers *in the respondent's own words*
- Minimizing the influence or bias created by the interviewer

The easiest way to develop these skills is to have interviewers pair off and role-play the interview. Have the interviewee give feedback to the interviewer, then reverse roles and repeat the process.

Tool #5. Sample Letter and Questionnaire to Organizations

A letter can be used to determine a community organization's interest in involving students as service-learners.

Dear _____:

For many years, students in Sun College have been providing needed services to our community. Examples of such services are:

- An art major has created an after school program for disadvantaged elementary school youth designed to help them see the art that is all around us – not only in museums.
- Teams of students, with training from IRS and the State Department of Taxation, assist low-income taxpayers to file their annual tax returns.
- Counseling and psychology students operate a 24-hour "Rapline" that offers crisis intervention services.

Under Sun College's Service-Learning Program, students not only provide needed services to the community, but also consciously explore the learning that results from providing service. Many of our students earn credit for the learning that results from their work in the community.

We are hoping to involve large numbers of our students in the Service-Learning Program, and so we are asking you, along with various other individuals and community organizations, to help us by letting us know whether you could benefit from student volunteer assistance. If so, please let us know what your priority needs are, and whether you would like to arrange a meeting to discuss further how our Service-Learning Program could assist you.

Please complete the enclosed form and return it to us as soon as you can. If you have any questions, we would be happy to have you call us at 123-4567. Thank you for your assistance.

Sincerely,

Reed Wright, Director
Sun College Service-Learning Program
Riverton, Arizona

COMMUNITY INTEREST SURVEY

1. Check the appropriate box:

   ☐ I do
   ☐ I do not see a need for student volunteers to help in our community.

2. If you think the community would benefit from having student volunteers, what are the three areas in which students could be of most help:

   1) _____

   2) _____

   3) _____

3. I would like to explore the possibility of using student volunteers:

   ☐ Please call me at _____ between the hours of _____.
   ☐ I'll call you.

_____ _____
Date *Signed*

_____
Organization

FUNCTION #2: Determining Which Needs Will Be Addressed

Description and Rationale

A survey will usually uncover more needs than you can effectively meet. Once your program develops a good reputation, community organizations may besiege you with requests for volunteer assistance. These requests can be used to involve greater numbers of students; however, a good service-learning experience rarely comes from simply sending bodies in response to the request: "We need five students." You need to specify what needs you will meet – and what needs you will not presently deal with. Much can be gained by focusing your program's efforts in specific areas.

You might try to find needs that no other community organization is meeting. Doing so gives your program a clear focus, lessens the chances you will be perceived as competing with other agencies, and provides excellent opportunities for making a real difference in the community.

How To Do It

1. Construct an instrument to set priorities among needs. (See Tool #1 on following page.)
2. Analyze the information you gather with your instrument, and determine which needs you will meet.
3. This analysis becomes the basis for organizing projects and for recruiting students.

Tools and Techniques

Tool #1. A Needs Analysis Tool

This tool can be used to choose among or prioritize several needs. The first step is to determine the criteria you will use to select needs you will address. List these vertically. List needs horizontally. For each criterion develop a ranking scale (for example 1-5) making sure that the scales are consistent. Needs with the greatest combined scores are candidates for high priority attention.

Sample Needs / Sample criteria for selecting among needs	Organize to fight planned utility rate increases	Make home visits to senior citizens	Organize neighborhood food co-op
1. No other agency is meeting need (1 = many agencies; 5 = no agencies)	5	2	4
2. Our office doesn't have to acquire new resources (1 = many new resources; 5 = no new resources)	3	5	1
3. There is high potential benefit to community (1 = no benefit; 5 = high benefit)	5	3	4
TOTAL	13	10	9

FUNCTION #3: Developing Projects and Placements

Description and Rationale

After assessing community needs and prioritizing those you will meet, begin to plan the projects your program will undertake by developing clear project purpose statements, long-term and short-term objectives, and tasks.

How To Do It

Setting Purposes

A good statement of purpose tells in general terms whom you serve and what you do for them. A purpose statement provides a boundary that allows you to determine if a suggested activity falls within the purpose. Purpose statements usually tell why you are doing what you are doing; they do not have a time limit.

Sample statement of purpose: The Spring College Home Repair Project provides materials and training to enable low-income families in the metropolitan area to become skilled in home maintenance.

If your project has been in existence for some time, obtain its purpose statement to determine whether it satisfies the criteria stated above and if it accurately describes the purpose of your project. If you need a new purpose statement, use a form like the following to build one:

The purpose of Neighborhood History Project (*your project*)
is to record the history of our (*general nature of service*)
city's neighborhoods
for neighborhood & city residents (*type of client*)
because (optional) it is important
to preserve our local heri-
tage & build a sense of
pride in our neighborhoods.

Setting Long- and Short-Term Objectives

Long- and short-term objectives grow directly out of the purpose statement.

Both long- and short-term objectives satisfy four criteria. They must be –

- *Feasible* – there must be a reasonable expectation they can be accomplished.
- *Dated* – a specified end date indicates when they will be achieved.
- *Measurable* – you need to be able to tell whether you've hit the target.
- *Indicative of an acceptable level of achievement* – they tell you how much must be achieved for the effort to be considered successful.

Sample long-term objective: By the end of the school year, six apartments in an uninhabited building will be ready for occupancy as a result of our neighborhood rehabilitation project.

Short-term objectives refer to those activities you must carry out within the time frame established by the long-term objectives.

Sample short-term objectives: The following might be short-term objectives related to one long-term objective:

STO #1 – By the middle of September, 30 students will have been recruited.

STO #2 – By the middle of October, each student volunteer will have completed a certified training program in housing rehabilitation.

STO #3 – By the end of January, two (of six) apartments will have been made available for occupancy.

Written plans become an important reference to keep projects on course and running smoothly. Dates and statements of expected results will help you determine whether projects have succeeded.

After planning is completed, you can use your project plans to build project and job descriptions and service-learning agreements.

Tools and Techniques

Tool #1. Sample Project Description

The project description should give students an idea of the purpose of the project, the type of service it provides and the learning opportunities it offers.

PROJECT DESCRIPTION

Apartment Rehabilitation Project
Project/Agency name

710 S.W. Second, Twin Rivers — 234-5678
Address — *Phone*

Diane Smith, Service-Learning Director — 233-3332
Name of contact person — *Phone*

Rehabilitation of condemned buildings
Type of service the agency/project provides

Awareness of housing needs of low-income citizens; how to involve people in planning to meet their needs; building codes.
Learning opportunities for students

Tool #2. Sample Job Description

This job description should contain specific information about a position within a given community organization or service project. It should contain enough information to help the student decide whether or not to volunteer for it.

JOB DESCRIPTION

Side one

Apartment Rehabilitation Project
Name of agency

710 S.W. Second, Twin Rivers — 234-5678
Address — *Phone*

Rita Gomez, Volunteer Supervisor — 876-5432
Name of supervisor — *Phone*

Job Description: Drafts person's Aide
Title

Qualifications:

1. Ability to do architectural drawings
2. Comfortable interviewing people
3. Familiarity w/ local ordinances helpful, but not required

Coursework required:

1. Architectural Drawing
2.

Responsibilities:

1. Interview citizens to determine their needs
2. Assist project architects with drawings

Schedule

Hours: 12 hrs. weekly - negotiable

Days: _____

Starting date: January 15

Ending date: March 31

Training

X Provided by agency (describe): Orientation to project goals; ways to meet goals; interview skills

_____ Not provided

Continued

Side two

Transportation

_____ Provided by agency (describe): _____

_____

_X_ Not provided

_____ Reimbursed

_____ Not reimbursed

Special Conditions (describe): _____

_____

_____

_____

_____

Interested students should contact:

_X_ Project Coordinator	Diane Smith *Name*	233-3332 *Phone*
_____ Service-Learning Office	_____ *Name*	_____ *Phone*
_____ Agency Volunteer Supervisor	_____ *Name*	_____ *Phone*

FUNCTION #4: Maintaining Communications

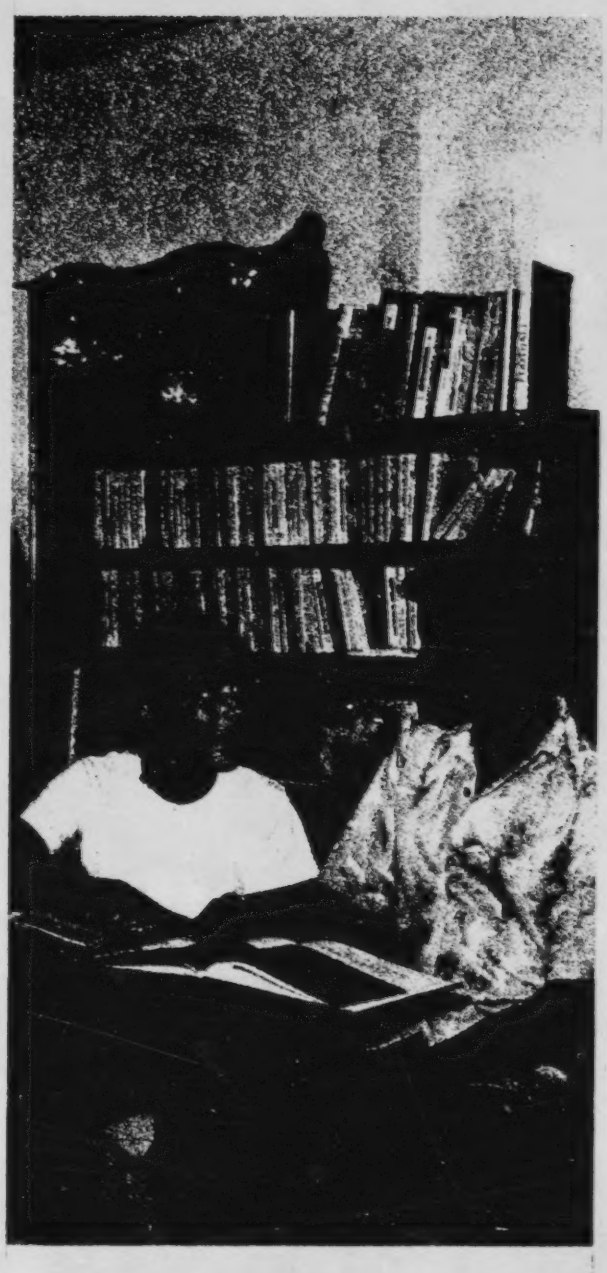
Description and Rationale

Communications, as used in this section, refers not to community relations (covered in Chapter 4), but rather to your availability (and the availability of project coordinators) to answer questions about projects from the community, from students and from faculty and staff.

How To Do It

The following suggestions can help you and your project coordinators establish and maintain clear communication with the people you are working with. You might want to copy this list – or build your own – and share it with the project coordinators on your staff.

1. Be available! Make sure that your staff, students and community organization staffs know how to get in touch with you. Post and keep office hours. Let people know your phone numbers. Students should know how to reach you at home.
2. Find a central location. Community organizations often make office space available to project coordinators. In other cases, project coordinators will have space at the service-learning office. Make sure you have a mailbox.
3. Establish good relations with the community organization staff who will supervise the student volunteers. When you are working with informal community groups, arrange for one individual to communicate with you on matters relating to student volunteers.
4. Help students realize that service is owned by the community, and that while initiative is a good thing, people will become alienated if students start trying to reorganize projects without consulting the appropriate people.
5. Ask questions. Don't pretend to know all the answers. When difficult problems come up, don't hesitate to work with others to find solutions.
6. When a college or university faculty member refers students to the service-learning office, seek out the faculty member to learn more about the student's needs, and the faculty member's expectations.
7. Let students know you're there to help them. Encourage questions and steer them to resources.



9

FUNCTION #5: Monitoring Project Activities

Description and Rationale

The purpose of monitoring project activities is to assure that they are meeting the needs identified. Monitoring involves checking regularly the attainment of short-term objectives and making any necessary adjustments. Be alert to unanticipated negative results, so that you can counteract them. When a project is adequately monitored, its impact on the community is easily measured as part of final evaluation activities. Normally, the project coordinator is responsible for project monitoring.

How To Do It

1. Using short-term objectives, develop a timeline for your project. (See Tool #1.)
2. As each objective is attained, use a simple form to record its attainment; if modifications have been made, use the same form to record these. (See Tool #2.)
3. Keep in touch on a regular basis with students on projects and with the community people involved in the project. Site visits are good mechanisms for keeping in touch. (See Tool #3.)

Tools and Techniques

Tool #1. Sample Timeline

Construct a timeline to monitor accomplishment of short-term objectives. Sequentially number each event and write the number at the point along the timeline when the event will be completed.

APARTMENT REHABILITATION PROJECT

1/2	3	4	5	6	7	8
Sept			Oct		Nov	Dec

Short-Term Objectives:

1. Begin project
2. Update project description
3. Recruit and select at least 30 students
4. Orient students
5. Complete training of students
6. Complete scheduling arrangements
7. Conduct midterm assessment of student progress
8. Conduct end-of-term assessment of progress, revise objectives for second term

Tool #2. Form for Monitoring Project Accomplishments

Projects can be monitored using a simple form to indicate achievement of short-term objectives. File these together in a project folder.

MONITORING PROJECT ACCOMPLISHMENTS

Name of Project: Renter's Union Project

STO #1: Interview community about complaints — Date: 10/30

Evidence: Completed interview forms — Modifications: none

STO #2: Publish + distribute report — Date: 11/30

Evidence: Report distributed to all respondents — Modifications: none

Tool #3. Planning Site Visits

Site visits can serve several useful purposes. They can provide direct information about what a student is accomplishing on a placement. They can be a useful community relations device to let others see the benefits of service-learning firsthand, as well as a technique for orienting new student volunteers.

The following steps can assure a productive site visit:

1. Define your purpose for making a site visit (e.g., to gather information about student accomplishments).
2. Contact the student's supervisor to arrange a convenient time for a site visit. If you need to meet with the student or supervisor, arrange for specific times for these meetings. Explain the purposes of your visit and allow plenty of time between the initial contact and the proposed visit. It's best to pay a site visit after the student has had ample time to become accustomed to the placement.
3. Prepare a list of things to look for or questions to ask during the site visit, such as:

For Supervisor

- Is the student meeting the objectives of his/her service-learning agreement? Should the agreement be modified?
- Has the student made any notable contributions?
- What problems have been encountered?
- What steps are you taking to solve these problems?
- Would you like outside assistance?

For Student

- What objectives of your service-learning agreement have you met thus far?
- Should the agreement be modified?
- How have your learning activities helped you carry out your tasks?
- What objectives do you intend to concentrate on over the next two weeks? The next month?
- What difficulties have you encountered?
- Which of these difficulties were not anticipated?

Tool #4. Site Visit Records

When you return to the office after the site visit, prepare a record of the visit and file it for future reference.

SAMPLE SITE VISIT RECORD

Rex Davis — *Name of student*

Income Tax Assistance Project — *Name of agency/project*

3/21/76 — *Date of site visit*

To check on Rex's progress + on supervisor's reception of Rex's contributions. — *Purpose of site visit*

Comments: Rex is extremely enthusiastic about his work on the Tax Assistance Project. He has assisted a dozen low income people to take advantage of the earned income credit which he believes will help them significantly. He is obviously developing a deeper sensitivity to the low income community and has specifically asked me to refer him to the Community's new Ad Hoc Committee on Economic Development as a volunteer. Rex's supervisor reports that he is a hard worker, receptive to constructive criticism and extremely accurate in his computations.

FUNCTION #6: Ending Projects . . . and Beginning Again

Description and Rationale

Most colleges and universities operate on a nine-month schedule so students are often not available during the summer to work on projects. Consequently, work on projects usually terminates before finals week.

Activities should be organized so that this does not come as a shock to the community. It should be clearly understood at the outset when a project will terminate. If the project is long-term, steps should be taken to allow it to continue over the summer with or without student help. If it is not possible to continue without students, activities should be brought to a point where they can "rest" until students are again available.

In addition to bringing closure to projects for the summer, there will also be cases in which projects are completed – and completion may take place at any time, not only at the end of a school year. One of the biggest pitfalls of volunteer projects is failing to end them at the right time. Sometimes the same organization requests the same number of students year in and year out to do the same tasks. When this happens, it can be as much a detriment to the community as to the students involved.

You can avoid the "tired project syndrome" by attending *early* to two important matters: first, define projects clearly, so that you and community people will know when they have been completed. Resist the urge to respond to requests that fail to define clearly what students will be doing. Second, build into each project, especially if it is long-term, steps that lead to takeover of the project by community people as soon as possible. After all, projects exist to serve the community, and the most effective service is provided when people are empowered. The old proverb has lost none of its truth: "If you catch a fish for someone, he will have dinner; if you teach him to fish, he will never go hungry."

How To Do It

1. Review long-term objectives for each project, and determine whether each was met. Gather documentation of demonstrated impact on the community. (See Tools #1 and #2.)
2. Analyze the situation and prepare recommendations for future action.
3. Share your findings with the community people and students who have been involved so that there is mutual understanding and agreement.
4. Let those involved in the project know, either by letter or telephone, of your appreciation for their efforts and your plans for future activities.

Tools and Techniques

Tool #1. End-of-Year Project Summary

Use this form to record project accomplishments and evidence for those accomplishments. Along with the project summary, you may also want to keep records of all students who worked on the project and what each of them learned.

END-OF-YEAR PROJECT SUMMARY

Apartment Rehabilitation Project
Name of project

Rehabilitate condemned buildings for family occupancy
Project purpose

6 apartments rehabilitated	Newspaper reports; testimonials from citizens
Long-term objective	*Evidence of accomplishment (impact on community)*
Long-term objective	*Evidence of accomplishment (impact on community)*

Recommendations for future efforts:

Explore funding resources to form a community-based corporation to buy, rehabilitate and manage condemned apartment buildings.

Tool #2. Some Ways of Demonstrating Project Impact

1. Photographs (especially before-and-after pictures)
2. Newspaper reports
3. Products of student efforts, such as research studies, that have been used to effect community change
4. Outcomes of hearings, court cases, deliberations of local governmental units in favor of citizens
5. Existence of new agencies and services with records of community members served
6. Statistics of record: health, crime, employment
7. New policies that come into being as a result of project efforts
8. Before and after surveys

Endnotes

[1] Adapted from Eva Schindler-Rainman and Ronald Lippitt, *The Volunteer Community* (Fairfax, VA: NTL Learning Resources Corporation, 1975), pp. 99-100.

Additional Readings

Planning by Objectives, NCSL (no date), is an extremely helpful guide to setting purposes and objectives for service-learning programs. NCSL's *Evaluation Manual* contains a helpful discussion of sampling techniques.

The following articles from *Synergist* contain further information on assessing needs:

Hofer, Barbara and Shelton, C. Kathryn. "Regional Resource Catalogue Tells Where to Serve and Learn." *Synergist* 4, 2 (Fall 1975).

Ramsay, William R. "Managing Agency Relationships." *Synergist* 4, 3 (Winter 1976).

Scheier, Ivan H. "Need Overlap Analysis: A Technique for Job Development." *Synergist* 3, 3 (Winter 1975).

Wernette, Timothy. "What to Look for in a Volunteer Experience." *Synergist* 5, 3 (Winter 1977).

Zahler, Nancy B. "Valuing: A Process for Helping Inexperienced Volunteers Find Placements." *Synergist* 6, 2 (Fall 1977).

Another good source is:

Scheier, Ivan. *People Approach: Nine New Strategies for Citizen Involvement.* Boulder: National Information Center on Volunteerism (NICOV), 1977.

Good discussions of issues surrounding advocacy are contained in:

Alinsky, Saul. *Reveille for Radicals.* Chicago: University of Chicago Press, 1946.

———. *Rules for Radicals.* New York: Random House, 1971.

Duley, John, ed. *Implementing Field Experience Education.* New Directions for Higher Education #6. San Francisco: Jossey-Bass, Inc., 1974.

Eberly, Donald. "Service Experience and Educational Growth." *Educational Record* 49 (Spring 1968): 197-205.

Flanagan, Joan. *The Grass-Roots Fund Raising Book.* Chicago: Swallow Press, 1977.

Goodlad, Sinclair. *Education and Social Action.* New York: Barnes & Noble, 1975.

Greenleaf, Robert K. *Servant Leadership.* New York: Paulist Press, 1977.

Kahn, Sy. *How People Get Power: Organizing Oppressed Communities for Action.* New York: McGraw-Hill, Inc., 1970.

Martin, Warren Bryan, ed. *Redefining Service, Research and Teaching.* New Directions for Higher Education #18. San Francisco: Jossey-Bass, Inc., 1977.

Nisbet, Robert. *Twilight of Authority.* New York: Oxford University Press, 1975.

"NSVP Forum: Advocacy." *Synergist* 7, 1 (Spring 1978). The same issue contains descriptions of advocacy projects underway at several institutions.

Sexton, Robert F., ed. "Dimensions of Experiential Education." Washington, D.C.: National Center for Public Service Internship Programs, 1976.

Sexton, Robert F. and Ungerer, Richard A. "Rationales for Experiential Education." ERIC/Higher Education Research Report #3. Washington, DC: American Association for Higher Education, 1975.

Schindler-Rainman, Eva and Lippitt, Ronald. *The Volunteer Community.* Fairfax, VA: NTL Learning Resources Corporation, 1975.

Smith, Debra, *et al.* "Make It Happen: A Guide for Developing School Volunteer Programs." Newton, MA: The KORDA Project, 1976.

"Work and Service Experience for Youth." Washington, D.C.: National Manpower Institute, 1978.

CHAPTER III
LEARNING:
Your Program and the Student

Overview

This chapter discusses the functions your office can assume to stimulate student learning from the service experience. The following functions are discussed:

1. Determining which students your program will serve
2. Establishing a climate for service-learning
3. Preparing students for learning (learning objectives, service-learning agreements, relating learning to classroom)
4. Supervising learning
5. Helping students assess service-learning

Introduction

As service-learning becomes more popular, one often finds numerous academic departments within a single university encouraging their students to become involved in service-learning, with each department handling its placements and requirements in different ways. If the departments are all working with different parts of the community, there are likely to be few problems. If different departments are all contacting the same community organization at the same time, however, the resources of the organization are likely to be overburdened.

Your office can offer substantial support to professors who want their students to experience service-learning as part of course requirements. Some faculty will want to retain complete control over the students they place. In such situations you may want to avoid operating projects in areas that are already being covered. In cases where coordination is desired, your office can save both the community and faculty time and effort by eliminating duplication.

While the college or university may offer no formal credit for experiential learning activities, the student, on the other hand, may well have experiential goals he or she wishes to pursue. Your program can help the self-directed learner to identify and define these goals, develop projects that will help meet learning goals, and assist with assessment.

How experiential and service-learning activities contribute to student learning is currently a subject of intensive discussion. What seems to be emerging as a consensus (see the work of Bruner, Eberly, Graham, Hofer, Perry and Sanford in the "Additional Readings" at the end of this chapter) is that learning takes place through experiences that challenge the student to make the transition from one developmental stage to the next higher one. Richard Graham[1] has argued that service-learning experiences have potential for encouraging the growth of students along the stages of moral development identified by Harvard psychologist Lawrence Kohlberg. William G. Perry, Jr.[2] has published data supporting his contention that during the college years, students grow (unless something happens to sidetrack the growth) from a "dualistic" stance with respect to the surrounding world, through a "relativistic" stance, to a "committed" stance, in which the student is able to take on personal values and goals while recognizing the fundamentally ambiguous nature of the world.

Graham's argument suggests that:

- The student's present stage of development must be accurately evaluated.
- An accurate evaluation must be made of the potential growth which a service experience may be expected to induce.
- Students must be matched with an experience that is sufficiently demanding in order to enable them to move one step higher on the developmental scale.

Unfortunately, existing measurement and matching devices are not precise enough to enable us to make accurate judgments either about students or about experiences. Thus Graham suggests that for the time being we should adopt the following rule of thumb: "A good experience is one that involves a manageable confrontation with novel responsibility."[3] Hopefully, the tools and techniques found in this section will serve to guide you in helping students to learn from their confrontations with novel responsibility.

In examining the role which your office can play in facilitating learning, you may wish to begin by reviewing your existing projects and determining the kind of student who would make the best contribution to the project. Upper- or lower-division students? Students in a particular major? At the same time you may want to assess how many faculty and which departments offer off-campus learning activities for students.

Careful preparation for involvement in the community will enable students to provide better services to the community, thus enhancing the probability of a meaningful learning experience. A thorough orientation, a well-considered service-learning agreement, the clear definition of how the project relates to the classroom, and periodic monitoring and evaluation of student progress are all ways of enhancing the learning potential for the student.

FUNCTION #1: Determining Which Students Your Program Will Serve

Description and Rationale

- Will your program involve students enrolled in your institution, or will it serve students from other institutions as well? Will you involve part-time or full-time students, or both?
- Are projects open to students regardless of year and academic standing, or are they restricted (for example to juniors and seniors with a 3.0 grade point average)?
- Are there academic or experiential requirements that a student must meet before being accepted for a service-learning placement?

By identifying the student population your program will involve, you have taken the first step toward specifying some of the characteristics you feel will contribute to successful service-learning experiences.

How To Do It

The following are sample statements defining the student population to be served.

1. **Excerpt from River College Service-Learning Plan.** Target Population: Students of all ages, backgrounds and ambitions and from every discipline are potential volunteers. Major sources of students are first- and second-year men and women yet to be admitted to specific colleges and departments, and third- and fourth-year students in the helping professions (social work, education, psychology) and the health fields.

   The service-learning program maintains ties with academic programs requiring or offering volunteer experiences as part of their credit, with academic advisors and with all departments. Relationships also exist between the service-learning program and student groups and organizations on campus (residence halls, service groups, fraternal organizations, etc.).

2. **Excerpt from Inter University Service-Learning Office Program Plan.** Intern Qualifications: Students should be enrolled full time during the fall or spring semester or should provide proof of their intention to enroll as full-time students during the following semester. They should be either junior, senior or graduate students in a college or university. Students who have completed their sophomore year and will enroll as juniors in the fall and graduates of junior colleges who intend to continue their education in a four-year school are also eligible to participate in the program. Graduating seniors who do not intend to begin permanent employment until the fall are also eligible.

   Participation in the program is open to all students who meet the above requirements. There are no minimum qualifications regarding grade point average, completion of prerequisite courses or enrollment in specific academic courses, except in those cases where a sponsoring organization has made a particular request.

In addition to developing a "qualifications statement" like one of those above, you can survey existing practices. Use the following list to think about whom to survey:

- Student government
- Student organizations
- Faculty members
- Department heads
- Random sample of faculty
- Administrators
- Campus ministry
- Public interest research groups

The following are typical questions (reword to fit your audience):

Attitudes:
What is your opinion of service-learning?
What do you think is the prevailing opinion of service-learning on campus?

Practices:
What are your or your department's practices regarding field placements?
What are your policies?
How many credits do you offer for field placements?
How do you evaluate learning in a service mode?

Goals for the future:
What would you like to see happen with service-learning on campus?
What are the biggest problems to be overcome?
What kinds of assistance would be valuable to you?

The results of such a survey can be used to put individual faculty and staff who have been working independently in touch with one another; to raise the awareness of persons on campus of the extent to which service-learning is being practiced; to justify consolidation and/or standardization of practices; and finally to give your office a clear picture of the type of support it would be most helpful to provide.

FUNCTION #2: Establishing a Climate for Service-Learning

Description and Rationale

On nearly every college and university campus there are faculty, staff and students who are committed to the ideas that (a) the institution has a social obligation to the community of which it is a part and (b) that experience off campus is a valuable learning approach.

By putting persons involved with service-learning in touch with one another, you can help eliminate potential confusion. By sharing resources, a campus-wide climate for supporting service-learning can be established, resulting in increased effectiveness. Developing campus-wide support also can lead to increased resources for service-learning such as:

- Space
- A budget
- University insurance policies
- University vehicles
- Inexpensive supplies and equipment through centralized purchasing
- Telephones

How To Do It

If it were possible to give you a list of steps to take in building a supportive climate, we would do so. Unfortunately, all we can provide are some ideas that have worked for others. You will have to put them to work for yourself as you develop your own strategy. The suggestions below are appropriate for programs struggling to get started, as well as for established programs trying to broaden their support.

1. **Get to know people.** The first step is to become acquainted with those people on your campus who are involved in service-learning, volunteering and experiential learning. Set up appointments during their office hours; find out what they are doing and keep your ears open for ways you might help. Don't attempt yet to get them to commit themselves to working with you, but try to note their response: Do they seem interested? Not at all interested? Make a note of the people you visit and jot down a few words describing how you think they reacted to your ideas. Maintain contact with them by including them on your mailing list.
2. **Select persons you would like to support your program.** Consider the individuals with whom you have spoken and identify those who expressed interest as well as those who seemed to be on the fence – that is, persons whom you think you could persuade to support your program. For the time being, don't try to convince those who actively express skepticism. Work with those people with whom there is a reasonable chance for success by offering them your services. As they find that your services are helpful, they will be willing to offer support for your program, and word of the successes will reach the skeptics.
3. **Decide what kind of support you would like from each person.** For example, if you have spoken with the head of the institution's curriculum committee, you may want support in the form of a committee policy statement allowing each department to develop a course specifically aimed at service-learning. In one institution, the course number "517" is a service-learning course designation in all departments of the university.

   You may want other kinds of support. You may wish certain officials to issue statements encouraging students and faculty to participate; you may want others to assist you in obtaining university resources such as office space, equipment and supplies. Another kind of support would involve the help of institution staff in conducting workshops for other staff and faculty. Perhaps you would like help in establishing a university-wide advisory committee to set policy for service-learning. Whatever your goals, be able to spell out as specifically as possible the type of support you need.
4. **Make contacts to enlist support.**
   - State clearly what you would like to see happen in your program.
   - Ask for the person's help in making it happen, both by asking for the person's ideas and suggestions, and by offering your own suggestions for how the person might help.
   - Bring any data you can to support your position. Data that are frequently useful include statistics on the present accomplishments of your program and projections about what will happen if you get the help you are asking for. Written statements of support from other institution staff are sometimes helpful. Encourage the person you are talking with to contact the other person directly.
   - Establish a date for the commitment you want. Ask if there is any way you can help the person do what you are asking. Then suggest that you will send a memorandum summarizing your agreement.
5. **Don't be surprised if you see things moving very slowly.** Be available to answer questions; keep people you have spoken with up to date on the activities of your program; and when someone does provide assistance, be sure to acknowledge it quickly. People like to know that their efforts are appreciated.

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FUNCTION #3: Preparing Students for Learning

Description and Rationale

A service project in the community is a rich learning resource, and there are several steps your office can take to ensure that learning is maximized.

Helping the student to think about learning objectives, to negotiate a service-learning agreement, and to explore the project's relationships to classroom theory are all ways that you can facilitate student learning.

Learning Objectives

For many students, learning through service is a chance to learn about themselves and their own learning styles. For others, the learning involves refinements of conceptual knowledge. Still other students gain exposure to new values and new ways of thinking about social problems and citizenship responsibilities – ideas which are seldom treated in the standard curriculum.

You can help students become oriented to the learning possibilities of their service projects by asking them to think about their own learning objectives.

Learning objectives are brief statements that define the results expected of a student in a specified period of time and can be considered similar to project objectives discussed in Chapter 2. Some persons define learning objectives very strictly –

- Objectives state exactly what is to be accomplished.
- They include a schedule for accomplishment within a definite period of time.
- They define results to be accomplished, not activities leading to the results.
- They state the expected results in measurable terms.
- They are realistic, yet challenging.

Some practitioners are less strict in their definition of learning objectives, while others insist that learning is essentially serendipitous and cannot be predicted.

A quick test of a learning objective is whether it contains:

An Action Verb +
A Measurement +
A Result +
Time

For example:

> I will **identify** at least **eight existing city resources** to use in **measuring/surveying** by **May 31.**

The student who wrote this learning objective left open the methods to be used to accomplish it (the student might locate the resources through a textbook, might locate them through interviewing professional surveyers, etc.). Only the result was specified.

Much has been written about learning objectives. One useful introduction is Robert Mager's *Preparing Instructional Objectives* (Fearon Press, 1962). The list below can be used to help students think about what they might want to learn.

Areas for Potential Learning

The eight categories listed below describe broad areas you might consider as a first step in developing specific learning objectives. Study these categories and see if one or two seem to be more important to you than the others. Then focus on the categories you have identified as most important by listing specific learning objectives in each one.[4]

1. **Service/Advocacy** – Understanding the context of poverty, learning how to empower community people to take control of decisions affecting their lives, understanding the role of social programs and agencies in the lives of the poor.
2. **Specific Job Competencies** – Particular skills you would like to learn such as counseling, advocating, community organizing, interviewing, building, accounting.
3. **Career Exploration** – Understanding the work of professionals in a career area and gaining awareness of possible job opportunities.
4. **Learning About Work** – Understanding laws related to employment, learning about hiring and personnel policies and how they affect people, learning how to deal with unfair hiring practices.
5. **Interpersonal Skills** – Learning how to communicate effectively with others; learning how to listen, to read non-verbal signs, to speak in a manner that elicits positive reactions.
6. **Learning from the Environment** – Understanding the unique history and character of an area or a neighborhood, understanding the natural ecology of a region, becoming aware of dangers to local or regional ecological balance and how to combat the dangers.
7. **Taking Responsibility** – Learning how to organize and manage one's own time, learning how to contract with oneself and with others, defining one's accountability, understanding one's limits.
8. **Research Skills** – Locating information and resource persons, distinguishing fact from propaganda, organizing facts persuasively and using knowledge as a means to action.

Service-Learning Agreements

Because of service-learning's nontraditional educational approach, service-learning educators have worked hard to design appropriate methods of specifying and monitoring what is to be learned. In the typical classroom course, the professor usually sets the learning objectives for all students. Because the service-learning experience is unique for each student, a way must be found to help students plan and monitor their own service and learning objectives. The prevalent practice is to design a service-learning agreement in which the student specifies what he or she hopes to accomplish, the activities to be carried out, and how the accomplishments will be demonstrated. These three components – hoped-for accomplishments, activities, demonstration – are applied both to the service the student will give and to the learning the student wants to gain. Agreements are set down in writing, and in most cases signed by those involved in the student's service-learning plans: the student, the supervisor, the project coordinator and the faculty member from whom credit is being sought.

How to Use Service-Learning Agreements

1. Develop a standard form for recording service-learning agreements. A sample service-learning agreement is found on page 39 which you can change to fit your needs. For example, if the service project the student is working on is not with an established community organization, the section requiring a signature from a community organization supervisor will be inappropriate. If the student is pursuing self-directed learning objectives and not expecting credit, the section requiring faculty sign-off will be inappropriate.
2. You will need to develop standards for acceptable service-learning agreements. For example, what kinds of evidence will you accept to demonstrate that learning has been achieved? You may also want to think about the level of specificity at which you want students to write both service and learning objectives.
3. You will also want to consider:
   a) When does the student file a service-learning agreement? While many programs require the agreement prior to beginning a project, some find it helpful to ask students to wait until they have been with a project for two or three weeks, so they have a more realistic perspective from which to fashion their service and learning plans.
   b) Who should receive copies of the service-learning agreement?
   c) What provisions should exist for modifying the agreement, if necessary?

Side one

SERVICE-LEARNING AGREEMENT

Project Information

Mary Whitefeather — 555-0055
Student's Name — Telephone

710 S.W. Second Ave, Twin Rivers
Student's Address

Native American Land Project — 288-9725
Project/Community Organization — Telephone

825 S.W. Third, Twin Rivers
Project Address

Obtain tribal rights to treaty lands
General Purpose of Project

Communications Coordinator
Job Title

Joseph Bear — ____
Supervisor — Telephone

Beginning date 1/2 Hrs./Week 15 Completion date 3/20

Comments: ____

Service Objectives

Please describe below (a) the service objective you intend to pursue in this project (e.g., "Assist community residents to convince landlords to upgrade rental units."), (b) the methods you will use to achieve your objectives (e.g., "Research tenants' legal rights, available means of redress."), and (c) the evidence you will present to show you have achieved your objectives (e.g., "Documented improvements in residences OR brief case histories showing efforts that were made and the results."). I will assist Native Americans to become aware of lands that are rightfully theirs by treaty, by conducting research + interviews + producing a series of newsletter articles for the Native American community. The articles will document the historical occurrences leading to the loss of lands, the locations + boundaries of treaty-granted lands + current actions of Native Americans in regaining their lands.

Learning Plan

Please describe below your learning objectives for this project (e.g., "Understand the rights of tenants and available means of redress."), the methods you will use to achieve your learning objectives (e.g., "Research in libraries, interview lawyers, talk with community people and agency staff who have had success in the area."), and the evidence you will use to show you have achieved your objectives (e.g., "List of books read, records of interviews; as a final project, a paper summarizing project efforts, results and future recommendations."). 1. To understand the information needs + awareness level of this community's Native Americans, I will interview individuals and describe my findings in newsletter articles.

2. To understand the historical and social conditions which led to the Native Americans' loss of their rightful treaty lands, I will research historical records + existing literature. My research findings will be prepared for the newsletter + as a summary paper with a bibliography.

Continued

Side two

Student

As a student committed to a service-learning component in my education, I agree to devote 15 hours per week for the time period from 1/2 to 3/20 in the fulfillment of the service objectives described above to meet academic requirements of this service-learning experience.

Mary Whitefeather — *Name* — 9/15 — *Date*

Student Supervisor in Community Organization

As supervisor to M. Whitefeather, I hereby agree to guide his/her work done under my direction (as outlined above), and to submit a final evaluation of the student's work.

Joseph Bear — *Name* — 9/28 — *Date*

Project Coordinator

I agree to monitor the progress of _____, to assist the supervisor in any capacity pertaining to the student, (OPTIONAL): and to certify the student for _____ credits upon completion of requirements specified in the student's learning plan.

_____ — *Name* — _____ — *Date*

Faculty

I have examined Mary Whitefeather's learning plan (described above) and find it satisfactory. Upon my evaluation of newsletter articles and summary paper (*evidence student will submit to demonstrate achievement of objectives*) and other classroom requirements (if any), I will award 3 credits for the class SOC 216: The Native American Experience

Wilton Francis, Professor — *Name* — 9/30 — *Date*

FUNCTION #4: Supervising Learning

Description and Rationale

Periodic monitoring of students' progress toward their learning objectives is one way to assist the learning process. Students working on projects in the community will usually be full of impressions, problems they are encountering, and ideas they want to share. One of the chief needs of service-learners is understanding how to generalize from experience. Our colleges and universities do very well at teaching students to generalize from the kinds of facts found in books and lectures, but students are given little opportunity to extrapolate generalizations from their own experiences.

By working along with students on their projects, you can help them sharpen their learning objectives or in many cases, modify them. You can help them gain insights by being a sympathetic, but probing listener. You can help them learn to generalize by raising questions that might not have occurred to them and by exploring with them how their generalizations apply in other areas.

How To Do It

One way to track student learning is to have regular meetings with students while they are working on their projects. These meetings can either be in your office or you can visit them in the field. Make sure the purpose of the meeting is clear. Seminars are also a useful mechanism, especially when students will be working far from campus.

Another way to accomplish this is periodically to review a student's journal. The journal is frequently used by students to trace their progress on a day-to-day basis. Students should keep in mind that journals are not merely records of personal and intimate reactions to what has gone on during a day. Nor are journals a mere log of events. Instead, a journal is a means of systematically reflecting on experiences and of relating those experiences to one's own development. While the journal is systematic, it is also open and flexible to allow students to proceed at their own pace.

FUNCTION #5: Helping Students Assess Service-Learning

Description and Rationale

You and the student should:

- Assess the achievement of individual service and learning objectives.
- Examine the experience in relation to the student's personal and career development.
- Explore future steps that the student can take to build upon the service-learning experience just completed.
- Generate information that can help your office do a better job.

How To Do It

1. With the student's help, choose one or more methods by which the student's learning will be demonstrated.
2. Arrange the necessary meetings and schedules that will allow the student to demonstrate the learning.
3. Assess the extent to which the demonstration represents mastery of that which was to be learned.
4. Document the student's accomplishments.

Assessing Learning[5]

1. Demonstration of skill.
   Example: Student demonstrates tutoring skill in a real situation. Faculty member or supervisor observes and certifies competence in skill area.

2. Journal, essay or report describing knowledge, understanding or insight gained by student.
   Example: Student uses locally available resources (e.g., old newspapers, city records, interviews with long-time residents) to write a report about the decline of a neighborhood.

3. Assessment using same means that would be used in a classroom course.
   Example: Student who has worked on a project involving victims of child abuse is given a test in deviant psychopathology.

4. Certification of student accomplishments by the service-learning supervisor.
   Example: The student's supervisor in a community organization agrees to review the student's learning objectives, and at the end of the student's involvement with the project, describes the student's progress toward each objective.

5. Observation of a student in a simulation.
   Example: Student demonstrates skill in manning a crisis hot-line by responding to a simulated call.

6. Assessment of a product the student prepares in conjunction with, but not as a part of, a service project.
   Example: Student submits a research paper describing the history of the Chicano struggle for civil rights while working as a community organizer in a Chicano community.

7. Interview.
   Example: Faculty member interviews student, who describes what has been learned.

Relating Learning to the Classroom

If faculty are not working directly with students, the project coordinator can still help students explore their experience in relation to classroom theory. Reading lists for various projects can be compiled and shared with students. Perhaps professors on campus and experts in the community can be persuaded to present talks to students working on a particular project. You can also involve experienced volunteers in helping students who are new to service-learning to focus on their learning needs.

Tools and Techniques

Tool #1. Approaches to Assessing Student Learning

One of the most useful approaches to assessment has been developed by the Council for the Advancement of Experiential Learning (CAEL).[6] The steps listed below have been adapted from CAEL's approach.

1. Document the student's participation in a service-learning project.
2. Identify the learning acquired through the service experience.
3. Relate this learning to the longer-term educational objectives of the student.
4. Measure the extent and character of the learning acquired.
5. Evaluate whether the learning meets an acceptable standard and determine its credit equivalence.

Tool #2. Sample Form for Documenting Student Achievement of Learning Objectives

This form can be used with the end-of-year project summary explained at the end of Chapter 2. Together the two forms should give you a handy means of documenting both service to the community and the learning experienced by students.

STUDENT ACHIEVEMENT OF LEARNING OBJECTIVES

Dave Foote — *Student's Name*

Playground for Special Children — *Project*

Summary of Learning Objectives (Take these from the Service-Learning Agreement)

Example: I will learn about the needs of handicapped children and use that knowledge to construct playground equipment for them.

Evidence of Achievement

Example: Daily journal analyzing problems and progress on the project; design and development of three pieces of playground equipment for handicapped youngsters.

Comments Dave's journal received an 'A' from the sponsoring faculty member as an exceptional analysis of the problems of modifying existing playground equipment for handicapped children. Dave redesigned three pieces of equipment + made suggestions for the modification of others.

Did the student receive credit? ✓ Yes — Special Education 305: 5 credits *(If yes, list course title and number of credits.)*

___ No

Endnotes

[1] Richard A. Graham, "Voluntary Action and Experiential Education," *Journal of Voluntary Action Research* 2 (October 1973): 186-193.

[2] William G. Perry, Jr., *Forms of Intellectual and Ethical Development in the College Years* (New York: Holt, Rinehart and Winston, Inc., 1970).

[3] Richard Graham, "Youth and Experiential Learning," in *Youth: The 74th Annual Yearbook of the National Society for the Study of Education* (Chicago: University of Chicago Press, 1975), p. 183.

[4] Adapted from John Duley and Sheila Gordon, eds., *College-Sponsored Experiential Learning: A CAEL Handbook* (Columbia, MD: Council for the Advancement of Experiential Learning, 1977), pp. 18-19.

[5] Based on Forrest, Knapp and Pendergrass, "Tools and Methods in Evaluation," in Morris Keeton, ed., *Experiential Learning: Rationale, Characteristics and Assessment* (San Francisco: Jossey-Bass, Inc., 1976), pp. 169-170.

[6] Urban G. Whitaker, "Assessors and Their Qualifications," in Morris Keeton, ed., *Experiential Learning: Rationale, Characteristics and Assessment* (San Francisco: Jossey-Bass, Inc., 1976), pp. 194-198.

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N.W. CLEANUP

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CHAPTER IV
Support Functions

Overview

In Chapter 1 a number of functions were identified which can support the service and learning objectives of your program. These functions are detailed in this chapter:

1. Recruiting students
2. Screening and placing students
3. Orienting students
4. Providing training (students/community organization/ staff/faculty)
5. Providing transportation
6. Providing insurance for students
7. Developing student leadership
8. Motivating and rewarding students
9. Evaluating your accomplishments
10. Maintaining community relations
11. Creating a service-learning advisory committee

Introduction

The growth of service-learning programs has benefited communities; however it has also caused some problems, chiefly due to lack of coordination. For example, on many campuses, two, three or even more offices may actively be engaged in recruiting students for projects in one community organization. On top of this, several academic departments may also be placing students in community agencies and organizations. The situation can rapidly become quite confusing: the same community organization may be receiving inquiries from several places on campus – none of which has any idea what the others are doing. Students who work in projects in the same part of town might benefit tremendously by sharing transportation, but when the projects operate independently of one another, such sharing is difficult to achieve. Furthermore, similar projects operating with different, often conflicting, policies can be confusing to the student and to the community and can lead to false expectations and unsatisfactory experiences.

Your office may well be able to improve the effectiveness of services to the community by being a campus-wide resource helping project leaders carry out the details of project operation. In order for any project to be successful, students must be recruited, screened and placed in the project. The students selected need to be oriented and trained to carry out their responsibilities in the project; they need to be motivated, rewarded, counseled and encouraged to develop qualities of leadership; and in some cases, transportation and insurance need to be arranged.

Further, there are often many persons on campus, especially faculty, who would increase their participation in service-learning if they had more information about it, and if they knew they could get support from an office like yours.

Community organizations could provide better environments for service-learning if they understood better students' needs and expectations.

In addition to serving as a resource to faculty, students and community organizations, your office might be even more responsive if it had the guidance and support of an advisory committee composed of representatives of groups with a stake in service-learning. Such a group would regularly develop policies which your office would put into practice.

Everything described above exemplifies the kinds of support your office can provide for service-learning. While the obvious beneficiaries of these support functions will be the community, students and faculty, you may be surprised to find that the support these groups offer you, in turn, will multiply.

This chapter will suggest some ways in which you can provide these kinds of support functions. We suggest that for each support function you plan to provide, you develop specific steps for providing it. Often you will need to elicit the help of others in the institution (the section in Chapter 3, "Establishing a Climate for Service-Learning," may give you some ideas). But the main point is that your office can be of enormous assistance to the institution, to students and to the community by becoming a resource anyone can use to establish and smoothly carry out a service-learning project.

FUNCTION #1: Recruiting Students

Description and Rationale

The kinds of projects your office supports gives you a clue about where and how to begin recruiting. Look at project objectives and ask yourself where you are most likely to find students who can help achieve them.

Service-learning offices use a variety of ways to recruit students. A few of the most common are:

- Project representatives and community organization staff gather in a central campus location to visit with students and explain projects. This can be carried on in conjunction with class registration activities.
- Placement notebooks listing project placements are revised periodically and placed in locations where students congregate.
- Activities jointly sponsored with campus organizations, such as fraternities and sororities, the campus ministry, student coalitions for effecting change and student government are another approach to recruitment.
- Visits to classrooms for the purpose of explaining existing projects to students and inviting their participation can be used to recruit students with special skills.
- Advertisements in the campus newspaper and campus radio/TV can be effective.
- Personal letters to faculty inviting them to recommend students for existing opportunities have been used with success on some campuses.

This list is only a starter. You can develop your own highly imaginative list in a half-hour brainstorming session with your staff and students.

How To Do It

Once you have identified the types of students you wish to attract, you can organize your recruiting efforts to appeal to them.

You can recruit selectively, locating students to do specific jobs, or generally, locating larger numbers of individuals to do a variety of jobs. You will need to decide which kind of recruitment effort you will undertake and select appropriate methods.

1. Set recruitment goals. Do you want to:
   - Attract students of all types?
   - Attract students with specific backgrounds?
   - Attract students for specific projects or placements?
   - Attract students with specific resources (car, knowledge, availability, skills, etc.)?
2. Choose appropriate methods to meet each goal, e.g., classroom presentations.
3. Determine the timing of your recruitment effort. One way to do this is to list all events that must take place if a specific method of recruitment is to be implemented; put them in chronological order, and arrange them on a timeline. Determine who will be responsible for each event on your timeline, and make sure everyone involved understands and accepts the responsibilities.

After conducting your recruitment effort, decide whether you have achieved your goals. Determine what went well in your effort and what did not. Then note what changes you would recommend for next year.

FUNCTION #2: Screening and Placing Students

Description and Rationale

If your recruitment effort has been successful, you now have the number of students you need for your program. The task is to pair students and projects in such a way that community needs and students' skills and abilities are adequately matched. When more students are interested in the project than a project can accommodate, you will need to screen out those who may be less able to do the job. Sometimes a community organization will want to do the screening. Because many community organizations don't have the resources to do careful screening, you need to have specific knowledge of their needs so that you can do a good job of screening for them.

After screening has been done, the next step is developing a process for placing selected students in projects.

How To Do It

Screening. Normally, screening for a particular project is accomplished through personal interviews with students who have indicated an interest in a project and who seem to have the background needed for the project. So the first screening step is to assemble the names of interested students and review their abilities. Suggest alternatives to those you have temporarily screened out.

Interview each student on your list. As you plan your interviews, it may be helpful to keep the following in mind:

1. Decide what you want to find out in your interview and write down a series of questions that you think will elicit the desired information. In a screening interview, the focus is typically on the individual, his/her motivations and the specific skills the student can bring to the project. Some commonly asked questions are:
   a. What appealed to you about this placement?
   b. What are your feelings about the poverty problems that this project focuses on?
   c. What do you think you can contribute to this project? What do you think you can learn?

   The specific questions you ask will be determined by the type of project for which you are interviewing students. Open-ended questions will provide a chance for the student to open up and be him- or herself (the examples above are all open-ended). Closed questions (e.g., "Have you ever worked with Native Americans?") tend to elicit specific responses: "yes" or "no" and "true" or "false." The risk with closed questions is that respondents will not be encouraged to reveal what they are really thinking, while open-ended questions may elicit responses that stray from the issue. Usually a balance of the two types of questions works well.
2. Practice your interview questions with a colleague to see if the questions you have designed produce the type of information you need.
3. Ask students to comment on how they felt about the interview, and use this feedback to improve your questions and technique.
4. Decide how you will record the results of your interviews. For some types of interviews it is necessary to take copious notes, but for screening interviews you may simply want to develop a form like the one below which can be used to compare ratings of all those being interviewed. List vertically the criteria according to which you wish to rank students, and horizontally write in the names of those being interviewed. After the interview, rate from low to high the extent to which the student interviewed satisfied each criterion. The results will usually give you a basis for selection. Try to find someone to help you with your interviews. The reason is that a second opinion greatly increases the probability that your judgments will be accurate.

Names	John	Mary	Sally
Sample Criteria:			
Enthusiasm	High	Medium	High
Experience in poverty community	Low	High	Low
Relevant Skills	High	High	Unknown

Placing. When you have selected students for projects, if you haven't already involved other personnel on the project (for example, in interviewing the student), the time to do so is now. If a project coordinator has been involved in screening students, he or she can introduce the student to community organization staff and assist in confirming final arrangements for a placement to begin. If the project is being run by your office and not by a formal community organization, you or the project coordinator can make final arrangements with the student.

Final arrangements usually need to be made for:

- Dates placement is to begin and end
- Exact times student is expected to work
- Arrangements for orientation to the project (see Function #3)
- Where and to whom the student is to report for work

In placing students, the community organization or project representative needs to be made aware of who has been selected to work on the project.

FUNCTION #3: Orienting Students

Description and Rationale

Students, especially those who haven't participated in service-learning before, can benefit from a thorough introduction to service-learning and to the project with which they will be associated. Much troublesome trial and error can be avoided if the student has an opportunity to look around, ask questions and become familiar with the surroundings in which the project is to be carried out.

How To Do It

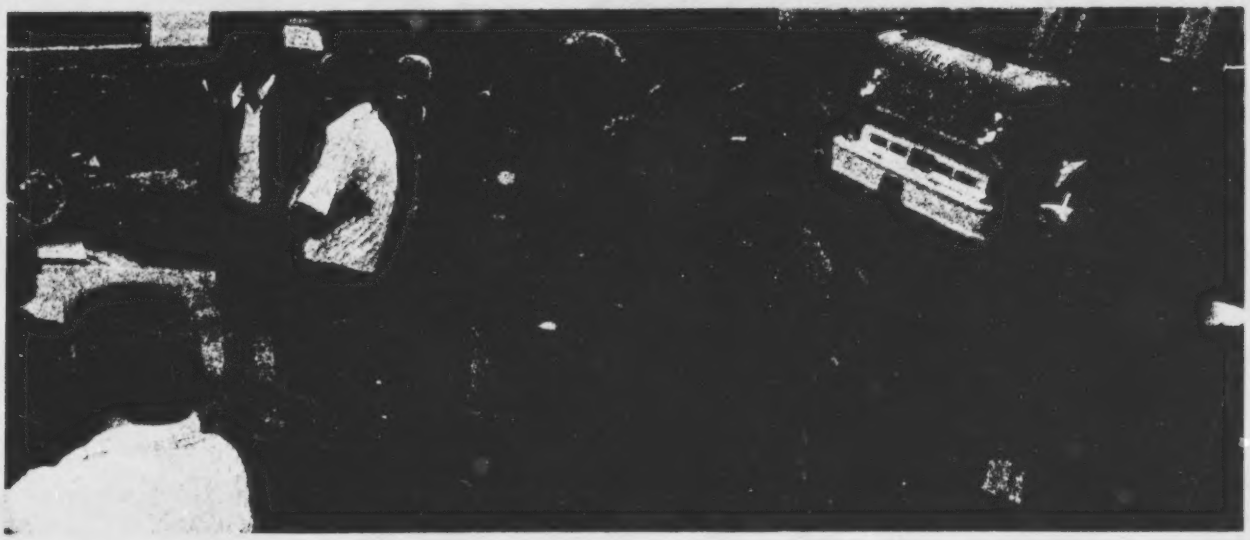
Normally, orientation of students new to a project is the responsibility of the project coordinator or the student volunteer's supervisor in the community organization. If the project has an assigned coordinator, the coordinator and the supervisor might undertake the orientation together. If the project is run by your office instead of through a community organization, the project coordinator is the logical person to carry out the orientation. Students who have previous service-learning experience can also be sources of help in the orientation process.

Orientation should begin on the first day of a student's placement. Depending on the student's responsibilities, it may last for several days, or for only part of a day. Well established programs often develop orientation notebooks which are given to students. If a student is expected to man a crisis hot-line, several days of orientation and specialized training will be needed. If, on the other hand, a student is working on a research project gathering information to support legislation, the student may need less orientation and training. The amount of orientation needed is something that is learned by experience. Ask other students who have been involved in the project for their opinions about how much and what kind of orientation was helpful to them.

Orientation for the student should detail:

- What their responsibilities are
- To whom they report
- Whom to notify if there are any problems
- Who their staff and volunteer co-workers are
- The goals of the project they are working on and how their participation contributes to that goal
- Where they will be working. If they are working in an office, they should be given a space (no matter how modest) that is their own. If space must be shared, agreements about sharing need to be clarified.
- Students should have an opportunity to view others carrying out the tasks of the project.
- And finally, students should be made to feel wanted, welcome and valued.

Orientation is likely to be most meaningful to students when it is carried out in the environment in which the project operates. Finally, it usually works well if, during the first few weeks of a placement, a student is assigned to a "buddy" who can answer questions on the spot and provide immediate feedback.



FUNCTION #4: Providing Training

Description and Rationale

Training is a large subject. In this brief description, we can only suggest alternatives if you are considering adding a training component to your service-learning office. The National Center for Service-Learning has developed several training curricula which may help you, should you decide to undertake a comprehensive training function.

How To Do It

The main considerations in developing a training capacity are as follows:

Audience. An ideal training session would include students in projects, members of community organizations with whom students work, faculty involved in the student's service-learning plan and staff of your service-learning office. Because it is impossible to get all these people together at one time, think about possible groupings or clusters such as:

Students
- students on the same project
- students on different projects
- students from other campuses who are also involved in service-learning

Service-learning office staff
- project coordinators
- other staff

Faculty
- faculty working with students who are involved in service-learning
- faculty who would like to know how they can get involved in service-learning
- college/university administrators

Community organization staff
- supervisors of students
- co-workers

Content. The content of training will vary depending on whom it is designed for. Content should be built around the skills, knowledge and attitudes that are most needed to fulfill that individual's role. Common sense tells us that faculty members need different training from students – and often different trainers, too – since they play different roles. Faculty members themselves usually make the best trainers of other faculty. If you are offering a training workshop to be put on by members of your office, assess the needs of the individuals who will receive training to learn what skills, knowledge and attitudes they need to develop. If you are considering sending students to a training workshop sponsored by someone else, find out as much about the workshop as possible so that you can make a judgment about the extent to which it is likely to meet their needs.

Methodology. In effective training sessions, there is a good match between the methodology and the content of training. Certain methods are often more likely to lead to learning than others. In designing training, remember one of the basic tenets of service-learning is that people learn best through doing. Your training designs should be congruent with and incorporate the concepts of experiential learning.

Some training methodologies are:

- Skill building: simulations, structured activities, role-playing, games and other techniques that help the trainee practice something he or she would like to do better.
- Problem-solving: brainstorming, planning techniques, techniques for building group cohesion and enhancing group development, and other ways of removing barriers to effective performance.
- Information-sharing: lectures, media presentations, field trips.

Most training sessions utilize all of these methodologies at one time or another. Methods should be chosen which are most appropriate to helping the trainee learn the content. If the student needs to learn how to interview, he or she should be given skill-building practice in interviewing; if the student needs background about which city agencies serve low-income residents, information-sharing techniques should probably be used. If students and their supervisors working on the same project need to learn to work effectively together, the training design should incorporate problem-solving.

Sources of Training. Depending on the training needs identified, there are a number of sources you might consider using. Community experts in health, housing, consumer law, etc., can be rich resources for training. So, too, are faculty members. Faculty can be involved in two ways: as excellent content sources, or if from departments of psychology and education, as designers and facilitators of adult education activities.

Workshops offered in the college or university's Division of Continuing Education may be pertinent to the needs of students or community organization representatives.

Students who have formerly been associated with projects may be willing to hold a workshop to share their own experiences and offer guidance.

FUNCTION #5: Providing Transportation

Description and Rationale

Getting students to and from placement sites on a timely and reliable basis can be a thorny problem for service-learning programs. Even if many service-learning projects on your campus are handled by separate departments, you can provide a great service to the community by arranging dependable transportation for student volunteers.

How To Do It

Listed below are some options you might consider as you plan ways to provide transportation. Following these options is a description of a system you can use to carry out the option(s) you choose.

1. On some campuses it may be possible to engage the services of work-study students as drivers. They are likely to be quite dependable.
2. Some community organizations may be able to reimburse students for travel costs using public transportation. You might investigate this with community organization staff.
3. It may be possible to lease vehicles through the college or university. The Business Office can usually help you explore options for leasing cars or vans. In order to assure the availability of leased vehicles at the times you need them, you may need to specify in the lease agreement that the vehicles are for the *exclusive* use of the service-learning program.
4. In smaller communities, it may be possible to arrange a bike co-op, where students have access to centrally located bikes.
5. Another option is to enlist students with cars to volunteer to drive other students to their placements. If your budget allows, you may be able to reimburse them for the mileage.
6. Some programs negotiate agreements with the local bus companies for free bus passes for student volunteers.

The chart below illustrates one way to maintain transportation records. List from top to bottom the transportation needs of individual students or groups and the time. Across the top, list the days of the week. Such a chart can function as a weekly planner. Fill in the spaces with the time students must leave, the destination and the means of transportation, as in the sample below.

TRANSPORTATION: January 7-13

	S	M	T	W	Th	F	S
PLAYGROUND REPAIR PROJECT		11:00 Amity Playground Private car	11:00 Amity Playground Private car	11:00 Amity Playground Private car	11:00 Amity Playground Private car	11:00 Amity Playground Private car	
TEENAGE ALCOHOLISM CENTER AM		11:15 Alcoholism Center - 12th & Vine Private car	→	→	→	→	
PM **PRISON PROJECT**		7:00 State Prison - State vehicle					

FUNCTION #6: Providing Insurance for Students

Description and Rationale

If students are working on projects where they have a great deal of responsibility, you may wish to explore the benefits of insurance coverage.

Three areas of insurance coverage are:

- Accident insurance, which covers the student for injury, dismemberment or death resulting from an accident that occurs during the performance of duties associated with a service-learning project.
- Personal liability, which provides protection from liability claims arising from the student's service-learning duties. Although laws and precedents vary, a student can generally be held liable when his or her negligence has made it possible for an injury to occur.
- Automobile liability, which covers property damage or personal injury resulting from a student's operation of a motor vehicle as part of a service-learning project.

One very simple arrangement is to work only with agencies which will provide insurance. This may sound appealing, but some organizations that can offer unique opportunities for students may not be able to afford to provide insurance.

Options for Providing Insurance

In general, advice concerning insurance should be sought from a competent attorney; consult the legal staff of your college or university.

The student's personal insurance may include comprehensive accident coverage that provides benefits when the student sustains injury. The personal insurance policy may also include coverage for personal liability. The student's own automobile insurance may include liability, but often is limited to the operation of a vehicle for personal use.

A community organization or agency may provide insurance for the student volunteer. Such policies are normally quite expensive, however, and may be beyond the means of many grass roots groups.

Automobile coverage that may be provided by an agency is normally limited to cases in which the student is driving an agency-owned vehicle. Students placed in government agencies may be eligible for Workmen's Compensation.

School insurance plans may cover accident as well as personal and automobile liability coverage. Your school's legal staff can advise you about the availability of such insurance and the limits of coverage.

Special insurance plans for volunteers have also been designed by certain companies. You may want to schedule a meeting with an insurance agent to find out what is available in your area. Some states have enacted a comprehensive, state-supported insurance plan which will cover your students if they are working closely with a large, centralized volunteer bureau.

If you have a well-established, well-supported service-learning program, it may be desirable for you to consider *incorporation*. Incorporation allows your program the right to purchase coverage for students working on service-learning projects. The advantage is that only the corporation may be held liable for actions undertaken by persons acting in its behalf – students may not be held personally liable. Competent legal advice should be sought if you are considering incorporation.

FUNCTION #7: Developing Student Leadership

Description and Rationale

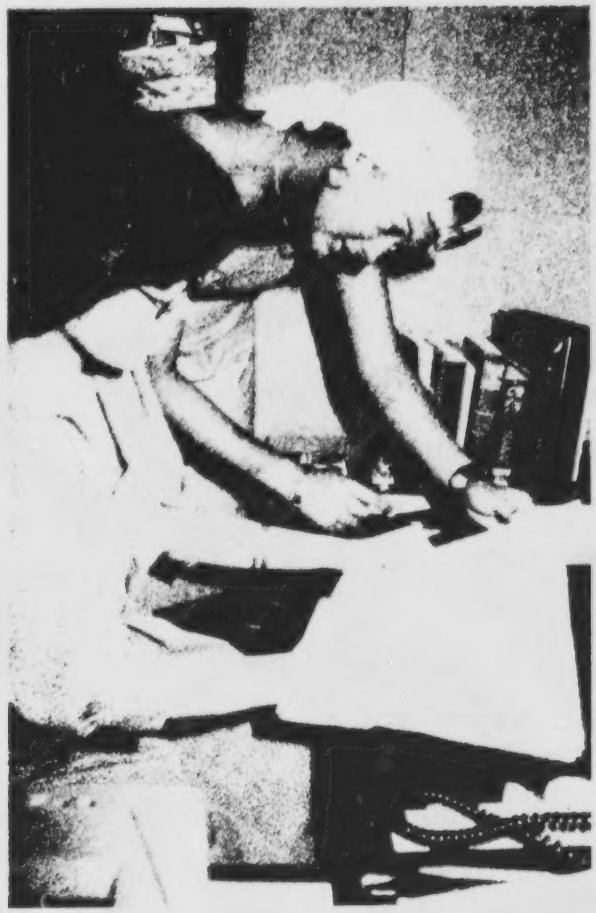
A careful plan for developing student leadership can repay enormous dividends by providing a significant increase in the person-power available to manage the program. It can also provide new and important dimensions of learning for the student.

Conceived at the broadest level, building student leadership is a process that stretches across the entire four or five years the student spends in college. It implies a continuing, growing relationship between the student and the service-learning program, beginning perhaps with a part-time volunteer placement; followed by a year-long, intensive service-learning experience; and culminating in an opportunity to supervise, orient and train other volunteers, coordinate projects or develop new projects.

Student turnover is often a major problem for service-learning programs. Graduation can affect your program as seriously as it affects the football team. If you can develop a smoothly functioning process for passing the skills of one generation of students to another, the problem will be considerably lessened.

How To Do It

The chart on page 62 describes five levels of increasing responsibilities that students may assume.



LEVELS OF LEADERSHIP DEVELOPMENT

LEVELS	REPRESENTATIVE PROJECT	CHARACTERISTICS OF TASKS	TYPICAL LEARNING
Level I: Beginning	Supervised tutoring Research on well-defined topic	Work generally under supervision with well-defined tasks Limited opportunity for exercising judgment	Meeting schedules and commitments Recognition of importance of service Understanding of needs in the community
Level II: Intermediate	Interviewing Documenting case histories Using a skill such as bookkeeping for a community organization	Less direct supervision Some opportunity for independent judgment	Application of knowledge to a situation Confidence in own skills Increasing ability to define problems and locate resources to solve them Understanding situations from the point of view of community residents
Level III: Experienced	Counseling Organizing	Ability to make independent judgments Some supervisory responsibilities	Problem-solving skills Importance of initiative Learning how to help people help themselves Role of leadership Interpersonal and analytic skills
Level IV: Project Coordinator	Developing projects based on community needs	Administrative ability Substantial supervisory abilities Ability to make independent judgments about the application of policy	Skill in translating goals into reality Understanding relationships between individuals and institutions
Level V: Program Coordinator	Developing and administering service-learning program	High degree of leadership and management ability Ability to supervise other managers (project coordinators) Ability to engage in mutual goal-setting with directors of community organizations, institutional staff	Confidence in functioning autonomously Ability to inspire value of service in others

Personal Development Plan

You may find a plan helpful in working with students on fulfilling their development goals. The following form may be used with individual students to help them think ahead. By articulating their goals and by thinking how they might best pursue those goals, students can apply their service-learning experiences to their life and career plans.

PERSONAL DEVELOPMENT PLAN

To the Student:

Discuss this plan with your service-learning project coordinator, your supervisor and the manager of your school's service-learning program. At the end of the period of time you describe below, check your progress: Did you accomplish what you wanted to accomplish? Were your goals too high? Not high enough? What steps should you take next?

Charles Wohl
Name of Student

Flood Control
Present Project

1. Describe the career you wish to pursue:

   Architect

2. Next, list the skills and knowledge you would like to develop to prepare you for the career you would like to have: Skills in meeting with people and in helping them to identify problems + develop action plans to resolve those problems. Knowledge of ways to finance building and repair projects.

3. Now, considering the opportunities that are afforded by the project you are working on, describe what you can do to acquire or develop the skills you listed above: Participate in meetings with community residents and help them acquire low interest loans to make repairs.

4. And finally, summarize your plan by filling in the blanks below:

   My plan for Spring term (*Period of time*) is to meet with neighborhood groups and help them plan to get emergency repair funds

   in order to gain the skills of helping groups and individuals to identify and resolve problems

   so that I will be able to plan and design buildings that meet people's needs + have an understanding of financial help available for emergencies.

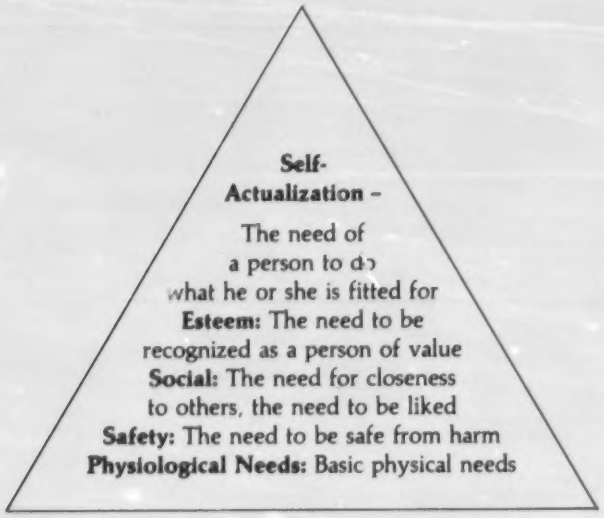
FUNCTION #8: Motivating and Rewarding Students

Description and Rationale[1]

It is important to recognize that motivation should not be taken for granted. From the beginning of your contacts with students, you need to demonstrate your belief that what they are doing is important.

One of the classic theorists in the area of motivation is Abraham Maslow[2], whose "Hierarchy of Needs" is shown below. Maslow suggests that all people have five basic levels of need, and that as needs at one level are satisfied, those at the next higher level act as motivators. When a need that is lower on the hierarchy suddenly is unmet, we return to trying to meet that need and higher ones become unimportant. If I suddenly find myself hungry and without food while meeting my ESTEEM needs, for example, the theory predicts that I will forget about esteem until I satisfy my hunger needs.

Maslow's hierarchy may help explain why certain students volunteer, while others don't. Clearly one will not engage in service-learning to meet one's need for esteem while not having enough to eat. If a student participates in service-learning to meet self-actualization needs and is treated by community organization staff as worthless, the student is not likely to stick with the program for long.


Self-
Actualization -
The need of
a person to do
what he or she is fitted for
Esteem: The need to be
recognized as a person of value
Social: The need for closeness
to others, the need to be liked
Safety: The need to be safe from harm
Physiological Needs: Basic physical needs

Maslow's Hierarchy of Needs

Another influential theory of motivation has been developed by Frederick Herzberg[3]. According to Herzberg's theory, there are two sets of factors which influence how people feel about their work: hygiene factors and motivation factors. Hygiene factors are distinguished by the fact that even if they are present, they do not, in themselves, tend to bring about satisfaction with a job or task. But if one or more is *absent*, the absence brings about dissatisfaction. Herzberg lists the following as hygiene factors:[4]

- Clear organizational policies and administration
- Helpful supervision
- Good working conditions
- Positive interpersonal relations
- Sufficient money
- Sufficient status
- A feeling of security

Motivation factors, the things that do tend to bring about satisfaction, are:

- A sense of achievement
- Recognition for accomplishment
- Challenging work
- Responsibility
- Growth and development

How To Do It

For each of Herzberg's hygiene and motivation factors, we have listed some alternatives that you and community organizations can use to help maintain student motivation at a high level. You may wish to reproduce this list and share it with community organization staff.

Hygiene Factors

Organizational Policies and Administration
- Write down policies for projects and distribute them to students.
- Ask for suggestions for improvement.
- Honor your policies - don't say one thing and do another.

Supervision
- Explain and clarify supervisory responsibilities with students.
- Be able to answer questions and take positions on issues.
- Don't be afraid to admit any errors you make - and don't blame others for errors they make.
- Know how to supervise differently with different people.

Working Conditions
- See that students and staff have the equipment they need to do their work (within limits of budget and equipment availability).
- Encourage suggestions for ways to fill gaps.
- Allow individuals to develop their own "space."

Interpersonal Relations
- Show respect for students as persons; take an interest in them, in their problems and in their accomplishments.
- Include students; seek their opinion on issues that affect them, provide them with information on matters of concern to them.
- Be genuine with students; encourage them to be genuine in their dealings with the community.

Money
- Service opportunities through work-study programs or with stipends are often appropriate for individuals of limited means. You should clarify expectations about when and how much students will be paid.

Status
- You can enhance the status of the student volunteer by promoting the status of the service-learning program itself. The program should be something persons are proud to be associated with.
- Letters of appreciation may be provided for students.

Security
- Issues of security can surface around the question of academic credit related to a service-learning experience. You need to give students sufficient information to enable them to make decisions about whether or not they can use a specific placement for a specific academic purpose.

Motivation Factors

Achievement
- Project tasks should give students a feeling of achievement and accomplishment. You can promote this by working with staff of community organizations to develop imaginative placements and by working with students to find out what they would like to achieve.

Recognition
- Appropriate recognition differs for different students. Some students appreciate certificates or letters; others scorn these as hollow. Personal thanks should be extended to students by the community organizations where they served.
- In situations where students earn credits, appropriate recognition may come in the form of a good grade.
- Where possible, involve administrative staff of the institution in showing appreciation for student efforts. A personal expression of thanks is most desirable, but a letter from, for example, the university president may also be appreciated.
- Writing a letter of reference for a student's placement portfolio is another way of recognizing the student's service.

Challenging Work
- Most people are motivated by work that challenges them; but what is challenging to one person may be uninteresting to another. Instead of trying to "sell" a placement to a student, find out what kind of activity is challenging to the student.

Responsibility
- Appropriate levels of responsibility differ from student to student, yet we all need to feel that some part of our work is "ours." As you interview students, try to get a sense of their maturity and ability to assume responsible positions.

Growth and Development
- Challenging work almost always leads to growth and development. Help students see how they are growing. It may not always be obvious to them.

FUNCTION #9: Evaluating Your Accomplishments

Description and Rationale

Evaluation is the process of determining the extent to which long-term objectives were actually achieved. Evaluation data can help you document success and identify future planning needs. Without clearly defined objectives, evaluation of project or program achievements is almost impossible to undertake.

An example might illustrate the difference planning makes in the evaluation process. In one project several students were engaged by a state Public Interest Research Group (PIRG) to gather information to be used in opposing a planned utility rate increase. Prior to beginning the project, plans were made that focused on the scheduled date of the Public Utility Commissioner's hearing.

The goal of the project was to gather information that would persuade the Commissioner to deny the utility's requested rate increase. Groups of students each developed information goals: one group looked at impact on low-income families; another investigated the utility's claim that it needed the extra money to attract stockholders; a third group looked for information about comparable rates in similar communities.

Results of each group's work were assembled in a report that was presented at the public hearing. Because the goal was clear, there was no difficulty in determining whether or not it had been met; clearly the desired information was gathered. Moreover, because each group of students had a clear assignment, it was easy to document the various phases of the project. The impact of the project could easily be measured by the response of the Public Utility Commissioner. A potential secondary impact, the increased ability of the low-income community to organize in its own self-interest, might also be present; however, it would be less easy to measure.

Subsequent events illustrate what happens when planning does not precede evaluation. Unfortunately, the Commissioner decided that the utility's rate increase was justifiable. The research group again enlisted the aid of students to assist in framing an appeal of the decision. But this time, the group simply set about its work with no attention to planning.

Several meetings were held at which alternative strategies were hotly debated, and a number of students became disillusioned at the lack of progress. Finally, lawyers working for the PIRG determined that the best approach would be an appeal to the State Supreme Court, and students helped with some of the research, although most of their efforts involved photocopying documents and running errands. At the end of the year, the project was impossible to evaluate, since no one had formulated objectives and the role of the students was never clarified.

How To Do It

For each possible area of evaluation (program, project, student achievement and community organization) some sample techniques are provided in the following pages. (Further information may be found in *Evaluating Service-Learning Programs: A Guide for Program Coordinators*, available from NCSL).

The chart on page 68 lists typical evaluation activities of service-learning programs. By each item listed, we have included the probable focus of the evaluation as well as likely sources of information.

AREAS FOR EVALUATION

1. Evaluating your service-learning program
   Look for:

   Increased support and assistance for students

   Review the support functions and determine which have improved. Decide which are targets for next year.

2. Evaluating service-learning projects
   Look for:

   Changes in the community

   Review project long- and short-term objectives. Identify which have been met and make recommendations for future work.

3. Evaluating student achievements
   Look for:

   What the student has accomplished; evidence of learning

   Review student's service-learning agreements and products of student's efforts.

4. Evaluating community organizations
   Look for:

   Evidence that the organization has been utilizing students effectively and productively

   Determine the kinds of support the organization has offered students and whether the support has been adequate.

COMMON USES OF EVALUATION

What and how you evaluate depends in large measure on how you plan to use the results of your evaluation and with whom you will share them. Some common uses of evaluation follow:

Purpose of Evaluation	Audience	Typical Kinds of Evidence
1. To improve services to the community	Service-learning program staff	Documentation of changes brought about by projects; suggestions from community persons about needed changes, improvements, new services; evaluation of students by community organizations
2. To justify continuation of service-learning program	University/college administrators	Documentation of impact of projects in community; costs of providing services; evidence of interest from faculty; students' evidence of learning
3. To improve office support for projects	Service-learning program staff	Student assessments of service-learning program staff; additional resources/support necessary
4. To gain support from the community	Community residents	Documentation of impact of projects in the community; evidence that community support will result in better services

Tools and Techniques

Tool #1. Program Evaluation

Use a form like the one below to summarize the success of your program.

EVALUATING THE PROGRAM

PROGRAM OBJECTIVES

A. What objectives have you set for carrying out support functions in these areas?

- Recruitment
- Screening and placing
- Orientation
- Training
- Transportation
- Insuring students
- Developing leadership
- Motivating and rewarding
- Evaluating
- Community relations
- Other

B For each objective you listed, what was your actual achievement?

C. What recommendations would you make for future objectives?

PROGRAM BENEFITS

Some individuals find it helpful to estimate the value of services rendered by student volunteers. The following simple formulas will help you do this.[5]

Number of hours students worked on service-learning projects	×	$2.95 (or current minimum wage)	= $ Value of student efforts for the community
Program costs	÷	Number of students on projects	= Contribution per student
Program costs	÷	Hours worked	= Hourly cost of services

Don't forget to include any tangible benefits to the community, such as fund-raising activities undertaken on behalf of nonprofit organizations.

Tool #2. Project Evaluation

The questionnaire below may be completed by coordinators to assess the effectiveness of their projects. There are more questions in this example than would usually be asked; however, we hope that the variety of questions will stimulate your thinking about the most appropriate ones for your situation.

PROJECT EVALUATION

1. What is the purpose of your project?
2. List the objectives you set for your project at the beginning of the year. To what extent were they achieved and what changes would you now make?
3. What has been the effect of your project on the community?
4. Is someone else in the community doing the same thing? *Should* someone else be doing it instead (i.e., the community itself)?
5. What possible effects might the project be having that are not being considered?
6. What community needs have come to your attention through your work in your project? (Mention needs even if they don't relate directly to your project.)
7. How much contact does each volunteer have with the community (community advisors, families, children, elders)?
8. Who have been your community resource people?
9. Did you find them accessible and helpful? What role did they play? What role would you like them to play?
10. What feedback have you received from the community?
11. How many volunteers were in your project? How many people were served?
12. What was expected from your volunteers in terms of time commitment? Meetings? Responsibilities?
13. Do you feel you provided your volunteers enough orientation/training to do a good job?
14. What suggestions can you make for next year's orientation/training?
15. What forms of support were given to the volunteers after the training session? Do you feel the support was sufficient?
16. In what ways did you keep in touch with your volunteers?
17. Were the volunteers supportive of one another? How?
18. As a coordinator, what was the most difficult to deal with:
    a. Volunteer enthusiasm
    b. Working with coordinator (if applicable)
    c. Relations with program office
    d. Finding community support
    e. Academic linkages
    f. Other

Tool #3. Evaluation of Students

Students should be evaluated based on their achievement of the objectives delineated in their service-learning agreements. In addition, it can be useful feedback for the student to have his or her supervisor complete a form like the one below. It is always a good idea to make sure that community people understand *at the beginning of a placement* that you're going to ask them to evaluate students at the conclusion of the placement.

Side one

EVALUATION OF STUDENT

Please rate _____ on each of the characteristics
Student's Name
listed by checking the appropriate box. In the section for comments, list any strengths or weaknesses of the student that you feel are important.

Characteristics	Excellent	Good	Average	Below Average	N/A: Can't Rate	Comments
1) Desire and willingness to take on new assignments						
2) Potential for further development						
3) Concern for needs of community						
4) Willingness to work through an assignment to completion						
5) Ability to communicate with community residents						
6) Imaginativeness and resourcefulness						
7) Cooperation – Willingness to get along with others						
8) Overall evaluation of performance						

Side two

Did the student meet _____ exceed _____ fall below _____ *(check on appropriate line)* your expectations?

Other comments:

_____

Signed (Project Coordinator)

_____

Date

I have seen this evaluation and agree with it.

_____

Signed (Student)

Tool #4. Agency Evaluation

Students who are working in community organizations can complete a form like the one below to assess the support the agency is giving students.

Side one

AGENCY EVALUATION FORM

Please place a check in the space that best describes your opinions and feelings.

Please answer all the questions as honestly as you possibly can. Your responses will be used to decide which organizations we will work with in the future, as well as to rate each one where volunteers are currently placed. Copies of the results of this survey will be placed on file in the service-learning office for your inspection.

Was training provided by the organization?

A lot _ _ _ _ _ _ _ None at all

If training was provided, did you find it:

Too complex to understand _ _ _ _ _ _ _ Too simple to be worth much

Too long _ _ _ _ _ _ _ Too brief

Effective _ _ _ _ _ _ _ Ineffective

Sufficient preparation for work in the agency _ _ _ _ _ _ _ Insufficient preparation

If training was provided, who conducted it?

_____

If no training was provided, would you like to see a training program initiated?

Yes ___ No ___

How did the organization's staff react to you as a volunteer?

Warm _ _ _ _ _ _ _ Cold

Open _ _ _ _ _ _ _ Aloof

Treated as member of the team _ _ _ _ _ _ _ Treated as an outsider to group

Were you given assistance by staff when confronted with a problem?

A lot of assistance _ _ _ _ _ _ _ No assistance

Eagerly given _ _ _ _ _ _ _ Reluctantly given

Was this assistance:

Very helpful _ _ _ _ _ _ _ Not helpful

Clear _ _ _ _ _ _ _ Confusing

What resources were available to you? (Check as many as available.)

___ Films and presentations
___ Supervisor meetings
___ Staff meetings
___ Case presentations
___ Special lectures
___ Don't know
___ Other (please specify) _____

If these resources were available, did you:

Use most of them _ _ _ _ _ _ _ Use none at all

Why: _____
_____
_____

How much supervision did you receive?

Too much _ _ _ _ _ _ _ Too little

Were the hours you were expected to work:

Convenient _ _ _ _ _ _ _ Inconvenient

Too many _ _ _ _ _ _ _ Too few

Is the physical setting of the organization:

Conducive to volunteer work _ _ _ _ _ _ _ Inhibiting to volunteer work

Near your home _ _ _ _ _ _ _ Far from your home

Well kept _ _ _ _ _ _ _ Not kept up

Cheerful _ _ _ _ _ _ _ Depressing

Continued

Side two

Has your project coordinator been:

Helpful	Not helpful
Always available for questions	Never available for questions
Informative on resources available	Not informative on resources available
Considerate	Inconsiderate
Reliable	Unreliable

On the whole, the clients with whom you have been working:

Appreciate your help	Do not appreciate your help
Look forward to seeing you	Avoid seeing you
Are warm	Are cold
Have made progress	Have made no progress

Do you have any suggestions for improving the service opportunities at the organization where you worked? If so, please explain:

Any additional comments?

FUNCTION #10: Maintaining Community Relations

Description and Rationale

A careful plan for sharing information can have several benefits beyond the obvious ones of gaining community support for your program and opening up new opportunities for students. Through sharing information, you can eliminate misunderstandings or misperceptions about the nature of your program; you can help break down any artificial walls between the college or university and the community; and you can build the identity of your program by showing how it is meeting real needs of low-income people.

How To Do It

1. Decide what audiences you want to reach. Some possibilities are:
   - University alumni
   - Community organization staff
   - Citizens
   - Community service clubs
   - University Board of Trustees
   - Local government officials
   - Community civic leaders
   - State legislators
   - Students
   - College administrators and staff
   - Faculty
2. Decide what information is appropriate for the audience you wish to reach. Some suggestions are:
   - Facts, figures and tangible evidence of your program's accomplishments
   - Descriptions of your program's activities
   - Testimonials from students
   - Testimonials from community groups who have benefited from services provided by students
3. Select an appropriate channel for communicating information to each desired audience. Some ideas might be:
   - Visits to agencies, clubs, meetings
   - TV, radio spots
   - Newsletters
   - Brochures
   - News releases
   - Receptions or open houses
   - Community bulletin board notices, articles in community newsletters
   - Slide-tape presentations

Tools and Techniques

Here are a few hints others have found useful in their community relations efforts.

1. **News releases** can be used to get media coverage for special events such as a community organization assuming responsibility for a project initiated by students. Some guidelines for news releases are:
   - Develop a mailing list of newspapers, newsletters and radio and television stations in your area. Pay special attention to local community papers and to newsletters that serve segments of the community you wish to reach. Your campus public relations office may be able to help you compile your list.
   - Contact reporters working for each publication to determine the exact requirements for the news release.
   - When you write your news release, keep it simple. Short paragraphs, short sentences, short words. The first paragraph should succinctly tell who, what, when, where, why and how.
   - Submit the news release as early as possible - three to five days before the event it describes.
   - Follow up with a telephone call to education reporters or assignment editors if you are encouraging reporters to attend an event for their own story material.
2. **Public service announcements** for radio and TV may be appropriate for your purposes.
   - Call or visit the station's public service director and ask for guidelines on the *format* for public service announcements (PSAs) preferred by the station. Each station has its own procedures and guidelines.
   - Determine what programs accept information, any deadlines and the name of the person to whom announcements should be sent.
   - You might also consider:
     - Local TV and radio talk shows
     - Viewer feedback shows
3. **Audiovisual presentations** can be useful in developing and maintaining public interest and support for your program. Some suggestions:
   - Focus as narrowly as you can on the objective for your presentation by asking yourself, "What do I want the audience to do or think after seeing the presentation?"
   - Develop a theme - are you going to do a presentation on your entire program? One project? Will it be from the point of view of students? The community?
   - Next, select a medium. Your basic choices are a slide show, which is the least expensive to produce; a slide-tape presentation transferred to film, which is somewhat more expensive and more difficult to produce; videotape, which requires special facilities and can get quite expensive; or finally, film, which is the most technically complex and expensive medium to use.
   - College and university campuses often have extensive audiovisual facilities which can help you develop a polished product at a comparatively low cost. Frequently, students can bring imagination and technical skill to the development of an audiovisual presentation.
4. A regular **newsletter** published by your program can help keep audiences informed about what you are doing.

FUNCTION #11: Creating a Service-Learning Advisory Committee

Description and Rationale

Working with a service-learning advisory board can be one of the most effective ways of gaining broad support for a service-learning program. Depending on the strength and representation of the board, it can offer the advantages of:

- Community and university advocacy for the program
- Wide consensus on program policy
- Quick and efficient communications links with the community
- Resources of board members

The ideal service-learning advisory board would consist of influential representatives of the university and community dedicated to solving community problems, and to the concepts of service-learning involvement for students.

If it is your goal to create an advisory board, be prepared for some hard work, but also be aware that the payoffs may be handsome.

An advisory board often performs functions such as the following:

- Brings new ideas to your program
- Suggests new projects
- Suggests areas where research is needed
- Acts on behalf of the community to point out existing needs
- Advises faculty groups on matters of academic accreditation, curriculum design and faculty involvement
- Helps determine policy on emerging issues
- Involves the community more widely in the service-learning program
- Serves as an advocate for the program within the community and college or university

How To Do It

1. Have two or three people from the community and the university work with you in planning for an advisory group. With this "planning task force," identify **what groups** ought to be represented on a policy or advisory board.
2. Generate the names of at least one representative of each group.
3. Contact each person suggested. Introduce yourself and your program and explain who suggested the individual's name.
4. Explain that you are exploring the possibility of creating an advisory board and are looking for suggestions about what groups and individuals should participate.
5. Determine with your planning task force:
   a. How many members should be on the board
   b. Which groups should be represented
   c. How many representatives each group should have
   d. Who should be asked to serve
   e. How long they will be asked to serve
   f. What their expected tasks will be (The first task will be to establish a purpose and a set of procedures.)
   g. A target date for the first meeting
6. Call or visit the persons selected. Explain carefully what you are asking them to do, why and what kind of a commitment you are asking for. Follow up with a letter and get their commitment in writing, if possible.
7. Convene the first meeting and assist the group to select a chairperson or convener. Once a chairperson or convener is selected, your role in the advisory group changes. You now become an administrator of the policy set forth by the board. While you will be working closely with the board, particularly the chairperson, you must be alert to the fact that many policy decisions which formerly may have been yours are now the board's.

Endnotes

[1] Material for this function was strongly influenced by Marlene Wilson, *The Effective Management of Volunteer Programs (Boulder: Volunteer Management Associates, 1976)*, Chapter III, "Motivation - The Whys of Behavior."

[2] Cited by Wilson, *ibid.*, p. 43.

[3] See Frederick Herzberg, "One More Time: How Do You Motivate Employees?" *Harvard Business Review* (January-February 1968): 53-62.

[4] See Herzberg, *ibid.*, and Wilson, *op. cit.*, p. 44.

[5] Helen Drotning-Miller and Mary M. Hill, "Documenting Program Costs and Achievements," *Synergist* 4, 3 (Winter 1976).

Additional Readings

Below are some suggestions for further information within each functional area covered in this chapter.

1. Recruiting Students

"The Art of Recruiting." *Synergist* 3, 1 (Spring 1974).

Haines, Mike. *Volunteers: How to Find Them, How to Keep Them.* Vancouver, B.C.: Voluntary Action Resources Centre, 1977.

"NSVP Forum: A Look at Minority Involvement in Student Volunteer Programs." *Synergist* 3, 1 (Spring 1974).

"Recruiting." Quick Reference Sheet #2. Boulder, CO: National Information Center on Volunteerism (NICOV) (no date).

2. Screening and Placing Students

Cauley, John H., Jr. "Job Descriptions: Matching Volunteer Skills with Agency Needs." *Synergist* 2, 3 (Winter 1974).

"Color Coded Cards Match Agencies and Volunteers." *Synergist* 3, 2 (Fall 1974).

3. Orienting Students to Service-Learning

"Orientation and Training of Volunteers." Quick Reference Sheet #11. Boulder, CO: NICOV (no date).

Wernette, Timothy J. "What to Look for in a Volunteer Experience." *Synergist* 5, 3 (Winter 1977).

4. Training Students/Community Organization Staff/ Faculty

Handbook of Structured Experiences for Human Relations Training, Vol. 1-8. La Jolla, CA: University Associates.

"NSVP Basic Curriculum for College Coordinators of Service-Learning Programs." Washington, D.C.: NSVP (no date).

"NSVP Advanced Curriculum for College Coordinators of Service-Learning Programs." Washington, D.C.: NSVP (no date).

"NSVP Curriculum for Community Agency Personnel." Washington, D.C.: NSVP (no date).

"Training Tips: Designing an Effective Orientation Session." *Synergist* 2, 3 (Winter 1974).

"Training Tips: Assessing Motives for Helping." *Synergist* 3, 1 (Spring 1974).

"Training Volunteer Leaders: A Handbook to Train Volunteers and Other Leaders of Program Groups." Research and Development Division, National Council of YMCAs, 1974.

5. Providing Transportation

"Choosing and Maintaining a Commuting Bicycle." *Synergist* 3, 3 (Winter 1975).

Sorum, Judy. "The Transportation Game." *Synergist* 1, 2 (Fall 1972).

"A Volunteer's Transportation Alternative: The Bicycle." *Synergist* 3, 3 (Winter 1975).

6. Providing Insurance for Students

The series "The Legal Angle" in *Synergist* contains much helpful information about insurance.

Williams, Rick. "A Primer on Insurance for Volunteers." Newton, MA: The KORDA Project. 1977.

7. Developing Student Leadership

Bolles, Richard. *What Color Is Your Parachute?* Rev. ed. Berkeley: Ten Speed Press, 1977.

Tannenbaum, Robert and Schmidt, Warren H. "How to Choose a Leadership Pattern." *Harvard Business Review* (May-June 1973).

8. Motivating and Rewarding Students

Herzberg, Frederick. "One More Time: How Do You Motivate Employees?" *Harvard Business Review* (January-February 1968).

Kelly, Dorothy. "Motivating Volunteers: The Human Energy Crisis." *Voluntary Action Leadership* (Summer 1978).

9. Evaluation

Evaluating Service-Learning Programs: A Guide for Program Coordinators. Washington, D.C.: NSVP (no date).

Reigel, Bobette. "Basic Feedback System: A Self-Assessment Process for Volunteer Programs." Boulder, CO: NICOV, 1977.

Tobias, Laurie L. and Van Til, Jon. "Evaluation in the Voluntary Sector: Problems, Prospects, and Emerging Roles." Presented at the Conference on Roles of Colleges and Universities in Volunteerism, Blacksburg, VA, April 25-29, 1977. Reproduced in Conference Proceedings.

10. Maintaining Public Relations

Drake, Steven L. "PR Techniques for Student Volunteer Programs." *Synergist* 3, 2 (Fall 1974).

"The Medium for Your Message." *Synergist* 7, 2 (Fall 1978).

Musgrove, Philip. "11 Steps for Planning and Evaluating Your Public Relations Campaign." *Association Management* 28, 5 (1976): 50-54.

"Press Release Guidelines." National Information Center on Volunteerism. Boulder, CO: NICOV (no date).

CHAPTER V
Organizing Your Office

Overview

The material in this chapter suggests some simple ways to carry out office procedures that you may find necessary for a smoothly running program. The following functions are described:

1. Fund-raising
2. Budgeting, fiscal management and accounting
3. Managing equipment, space, supplies
4. Recordkeeping
5. Personnel management

Introduction

How well your office runs can be an important factor in determining your program's responsiveness to emerging community needs. Office organization is basically knowing what resources you have and how to tap them quickly. Here we shall discuss four kinds of resources: money, information, equipment and staff.

Sometimes you may get frustrated because of the attention to detail that good office management requires. One way to get past this frustration is to think of office management as providing a kind of delayed gratification. Keeping good records may not pay off for you until the end of the school year when you can use your records to justify an increase in your program budget.

The test of good office procedures is whether they result, in the long run, in better service to the community and the student.

FUNCTION #1: Fund-Raising

Description and Rationale

Historically, many institutionalized social services began as volunteer programs, including police, social workers and fire fighters. Some long-established services survive as extremely high-status volunteer programs. Examples are the volunteer fire departments of many of our smaller communities and the Red Cross.

In service-learning programs, the following sequence of events is typical:

- One or more students discover a community need.
- They develop a service-learning plan to meet the need and spend a semester or perhaps a full year trying to meet the need.
- They find that many more volunteers are needed.
- They spend the next year coordinating efforts and recruiting and placing students who can help meet the need.
- As the project grows, so does the need for funds to pay for transportation, supplies and materials, training, etc.

How To Do It

This discussion will focus on grassroots fund-raising activities designed to support specific service-learning projects.[1] Fund-raising that is targeted on foundations and philanthropic organizations may also be attempted, especially to provide program-level support, but you should be aware that such activities are time-consuming and complicated. If you contemplate seeking funds from a grant-giving agency (including state and federal sources), you should seek assistance from your institution's office of grants management.

Grassroots fund-raising is usually aimed at supporting a single project – although it can be used to obtain money for your program, too.

Many projects report success by scheduling fund-raisers on an annual basis so that persons associated with the project become skilled at fund-raising, and fund-raising events become a regular part of college or community life. It is also good practice to target your efforts on a specific need, such as raising money to lease a car in order to serve 200 low-income elderly.

It may be helpful to distinguish among three sizes of fund-raising activity. Small events can be used when you don't need to raise a lot of money, say $50-$150; medium-sized events can be used to raise several hundred dollars; and large events may be necessary to raise $1000 or more.

Be sure you develop a system to keep complete records of all activities associated with fund-raising, including your expenses in carrying out fund-raising events. If someone donates an item, provide a receipt describing the item and its value. Keep a copy for your records. The person donating the item may be able to claim the donation for tax purposes. Similarly, keep complete records for cash donations you receive. As much as possible, try to get people to donate the services you need to make your fund-raising effort a success.

Try these ideas for small events. They are easy to organize:

- Book or plant sale. College students often have books to donate.
- Community get-together. Serve coffee to a community group, explain your project and ask for contributions.
- Movies are popular as fund-raisers among college students.
- Potluck suppers.
- Raffles.
- Events associated with holidays, such as a Halloween costume party or a haunted house.

Moving up one step on the scale, if you have a little more time and money to put into organizing your event, here are some suggestions for medium-sized events:

- Auctions. Ask students and community people to donate items. A variation is the Dutch auction where, in conjunction with a dinner or meeting, each guest brings an item to be auctioned.
- Bazaars or neighborhood fairs. You can either sell donated items or you can agree to take a percentage of proceeds from sellers in return for providing space and publicity.
- Dances or concerts. Feature local musicians or top-name entertainers.
- Arrange with a local theater group to donate proceeds from a performance.

Some ideas for large-scale events are:

- Marathons. Students walk, ride, swim, etc., and your project collects pledges for each mile or lap.
- Luncheons or dinners featuring a celebrity speaker.

Here are five tips to help you plan for an event:

- Target your activity on a specific need that reflects impact on the community (e.g., "lease a car to serve needs of 200 more low-income elderly").
- Choose a time for your event. Eliminate poor times, such as four-day holiday weekends.
- Decide if you want to associate your fund-raiser with any other pre-scheduled project activities.
- Plan your fund-raising event by noting target dates for acquiring space, securing entertainment and/or donations, printing and selling tickets (if appropriate), setting up facilities and follow-up. Donated services and materials should be acknowledged by a letter of thanks, as should contributions.

FUNCTION #2: Budget, Fiscal Management and Accounting

Description and Rationale

The financial side of service-learning is much like the programming side: budgeting is a description (in cash terms) of how you plan to reach a goal; fiscal management procedures are used to implement your plan; and accounting lets you know how well you did. The functions of planning, implementation and evaluation apply to finances just as they apply to other project activities.

Budgeting

Since budgeting is the most difficult part of dealing with finances, we will allocate most of the space in this section to it.

Good budgeting results from early planning. It is best for your budget planning to coincide with the university or college budget calendar, especially if the institution is providing salaried support of any kind. This generally means that during any given fiscal year, you will be budgeting for the next year.

Typical budget categories are:

1. **Personal Salaries and Benefits.** This category includes salary and benefits for all personnel working in your program, both full- and part-time.
2. **Transportation.** This category covers all travel for which the program pays. It may include travel to conferences, workshops and/or special events. It may also cover the transportation of student volunteers (you'll need an estimate of the amount of travel each project will require). Some programs, those in large cities with good public transportation, do not pay any transportation costs as a matter of policy.
3. **Consultant Expenses.** Sometimes a program will be in a position to hire a consultant for a special purpose such as staff development.
4. **Program Expenses.** These expenses are for various activities or materials (excluding office supplies) the program plans to use during the year. Some typical program expenses are:
   a. Printing – you may plan to print brochures, newsletters or other materials in quantity at your institution's printing office or by a professional printer.
   b. Photocopying – this category would be used for items duplicated by machine, such as position descriptions.
   c. Forms – you may need to pay the costs of composing forms if you have this work done outside your office.
   d. Posters – you will probably have to make special purchases of poster board if you plan to use posters.
   e. Insurance – costs of insurance should be included here.
   f. Miscellaneous – these expenses include petty cash for your office and unanticipated costs.
5. **Administrative Expenses.**
   a. Rent – pays for your office space.
   b. Telephone – if you plan many long-distance calls, the approximate amount (figure $3-$5 per call) should be budgeted here.
   c. Utilities – electricity, heat.
   d. Maintenance.
   e. Postage – estimate the number of letters and packages you plan to mail, and multiply by existing postal rates.
   f. Office Supplies – your institution probably has a formula to help you compute the proper amount for office supplies based on the number of employees in your office.
6. **Office Equipment.** In many cases, the expenses of office equipment can be borne by the institution. If yours is a new or expanding program, however, you will need to itemize the equipment you plan to use. Include:

Desks	Bookcases
Chairs	Bulletin boards
Typewriters	Wastebaskets
File cabinets	

Every coordinator we talked to stressed the importance of careful, accurate budgeting. The only way to maximize the chances for getting the amount you want is to justify it in a convincing way.

In some cases you will be asked to submit "incremental" budgets: for example, budgets set at levels of $5,000, $10,000 and $15,000 are increments of $5,000. To accomplish this you need to be clear about the priorities of your program. Even though it may be painful to submit a budget at a figure so low it seems to cut the heart out of your program, you need to be prepared to say what objectives the program can meet, and what must be abandoned.

Zero-based budgeting is also widely required these days – chances are that you already use zero-based budgeting. The term simply means building each new budget from scratch, justifying each separate expense.

Fiscal Management and Accounting

In almost all cases, fiscal procedures used by the college or university will be used to manage funds, especially disbursements such as payroll checks and the like. The institution will also provide auditing and accounting services. You may, however, need to develop processes for approving expenditures for supplies, approving reimbursement for mileage, and documenting long-distance calls. Remember, too, that providing assistance in establishing office procedures can be a valuable experience for business and accounting students, so don't hesitate to ask for their help.

FUNCTION #3: Managing Equipment, Space, Supplies

Description and Rationale

The fact that you are based at a college or university enables you to benefit from the favorable pricing arrangements institutions normally have with suppliers. Office space, typewriters, equipment, supplies and telephones can all be obtained from the institution at rates substantially lower than if you attempted to establish an office off campus. You will need to develop a management system to assure that your supplies will last for the entire year (or budget period) and in order to account for their allocation.

How To Do It

1. Determine who needs various types of supplies and equipment in order to allocate them.

Supplies	Who has access
Office Equipment	
Desk and chairs	Coordinator, secretary
Typewriter	Secretary
File cabinet	Coordinator, secretary
Supplies	
Books	Coordinator, project leaders
Paper	Coordinator, secretary, project leaders
Pencils	Coordinator, secretary, project leaders
Photocopier	Coordinator, secretary (must be logged)
Telephone	Anyone may make local calls; long-distance calls must be written on log.

FUNCTION #4: Recordkeeping

Description and Rationale

The purposes of recordkeeping are to enable you to provide better services and to help you document the successes of your program. The type of records you keep depends on the nature of your program – whether it is large or small, the types of support your office provides, and to whom your program is accountable.

How To Do It

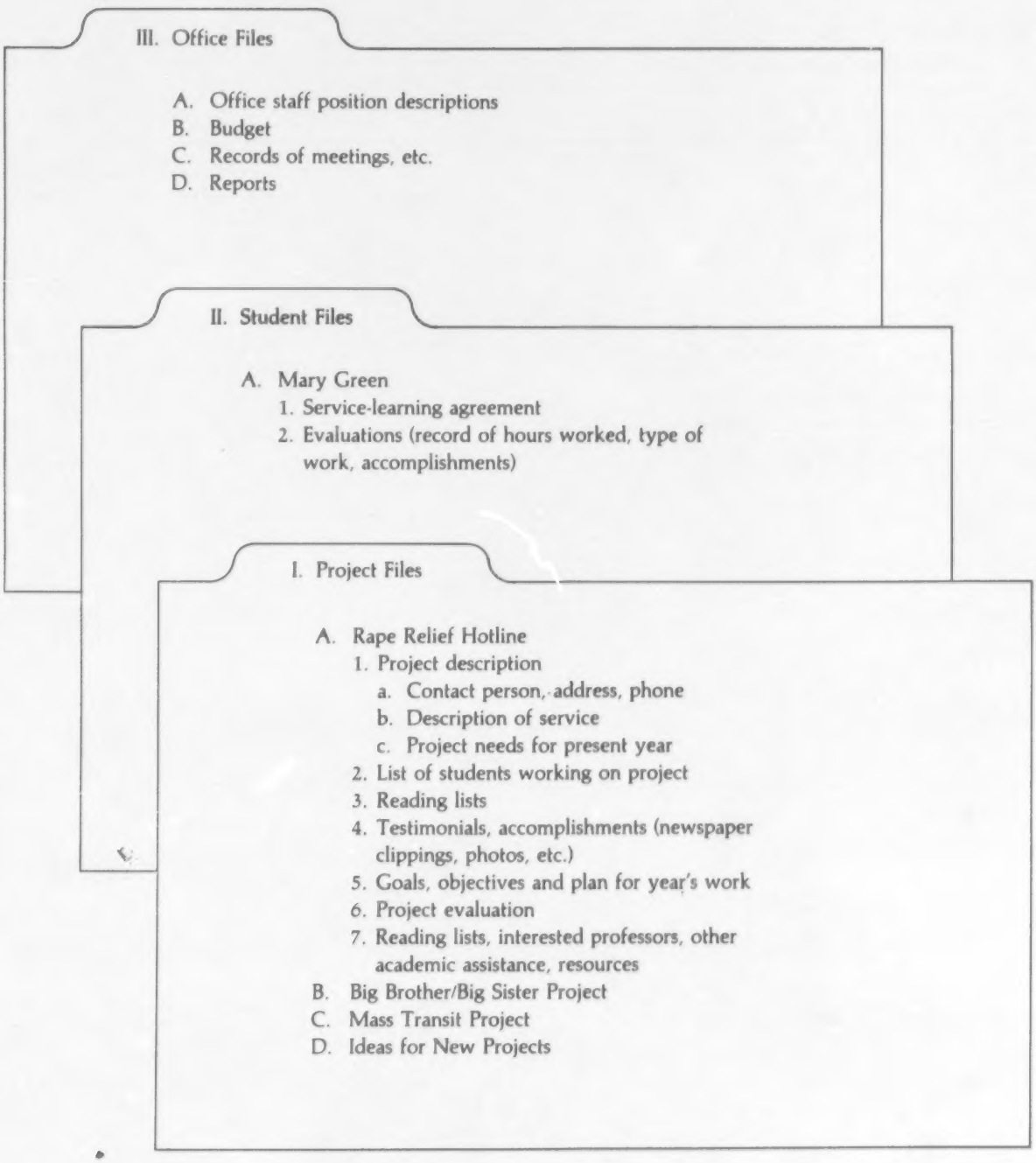
First, make sure that your recordkeeping systems comply with your institution's policies on privacy and freedom of information. Within those bounds, you may find it useful to keep three kinds of records. First, records relating to community organizations, agencies and projects enable you to respond quickly to inquiries about them. You may want to keep a historical file of all projects that students have worked on, as well as a separate file of current projects. The current projects file should contain complete information about project needs for the present year and about the students currently involved. The work plan, including long- and short-term objectives, may also be included here. Files may be organized alphabetically in folders. With each folder you may find it helpful to include pertinent academic information: courses related to the project for which faculty have granted credit, booklists that can give students needed background information, and knowledgeable persons who can provide resources to students. You might also wish to include student evaluations of projects within project files.

The second kind of record relates to information about students. You may want to keep records of each student who inquires about a placement. A 4×6 card should allow you to accomplish this. An alphabetized series of folders can help you keep records on students who are actively involved in projects. Such folders would normally contain the student's service-learning agreement and evaluations of the student's work.

The third kind of record pertains to the organization of your service-learning program. If you conduct a community survey to determine your projects for an upcoming year, it may be filed here. If, on the other hand, each project conducts its own survey, the results may be stored in the project file. Records of expenditures such as telephone, copying, materials and other budget items may be maintained in this file.

Following is a sample recordkeeping system that you may use to help you maintain these three kinds of records. Several kinds of information may be quickly and easily obtained from such a system. For example, you can publish updated project descriptions in notebooks that students can use for help in locating projects. You can also tally information about how many hours students spend on projects to help you build a case for the impact of service-learning.

SAMPLE RECORDKEEPING SYSTEM


III. Office Files
A. Office staff position descriptions
B. Budget
C. Records of meetings, etc.
D. Reports
II. Student Files
A. Mary Green
1. Service-learning agreement
2. Evaluations (record of hours worked, type of work, accomplishments)
I. Project Files
A. Rape Relief Hotline
1. Project description
a. Contact person, address, phone
b. Description of service
c. Project needs for present year
2. List of students working on project
3. Reading lists
4. Testimonials, accomplishments (newspaper clippings, photos, etc.)
5. Goals, objectives and plan for year's work
6. Project evaluation
7. Reading lists, interested professors, other academic assistance, resources
B. Big Brother/Big Sister Project
C. Mass Transit Project
D. Ideas for New Projects

FUNCTION #5: Personnel Management

Description and Rationale

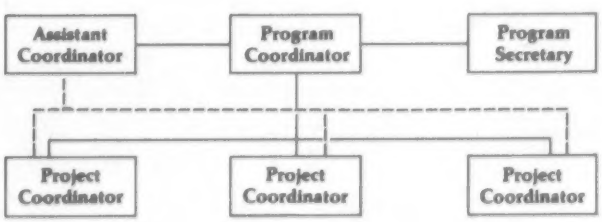
This function relates to creating the organizational structure of your program, staffing, and maintaining good relations with your staff.

1. **Establishing positions.** Based on the projects your office plans to support and on the kinds of support you plan to offer, cluster supporting activities in such a way that activities which belong together are done by the same person.

   Next, assign the approximate amount of time you think each activity will consume (e.g., full-time, 10 percent, 20 percent).

   Then add your approximations for each cluster of tasks. This gives you an estimate of your staffing requirements. You will probably have to revise and adjust based on your budget.

2. **Defining relationships among positions.** Develop an organizational chart. These are usually fairly simple affairs for service-learning programs. What an organizational chart depicts is the relationships among program staff. For example:



   Solid lines indicate lines of authority; dotted lines indicate support. In each example above, the assistant coordinator reports to the program coordinator, but also directly supports the project coordinators.

3. **Establishing qualifications.** Qualifications for positions are the skills that are necessary for carrying out the responsibilities of the position. For each position list the activities or responsibilities you expect, and then try to specify the backgrounds that would be most helpful in carrying them out. It might be helpful if you consider qualifications in terms of:

   Knowledge (example: understands concept of service-learning)

   Abilities (example: can conduct interviews)

   Attitudes (example: values working as part of a team)

   (See the sample job description below for one way to list qualifications.)

4. **Creating position descriptions.** Position descriptions come in many shapes and forms. In general they should be designed to attract the type of person you would like to have for the position. They should give a description of the type of work expected – usually expressed as the specific activities of the position.

SAMPLE JOB DESCRIPTION
PROJECT COORDINATOR

Job Title:	**Mental Health Project Coordinator** (half-time position – 20 hrs/wk)
Description:	The Mental Health Project Coordinator plans and coordinates service-learning activities with community mental health agencies. This person is responsible for placing students in various agencies and for maintaining liaison between the Service-Learning Program and the agency.
Duties:	Assesses mental health needs Plans recruitment activities with other program staff Arranges placements for students Provides support to students
Qualifications:	Familiarity with concepts of service-learning Familiarity with mental health agencies Good organizational ability Good interpersonal skills
Salary:	Position qualifies for work-study
Term:	September 1984-June 1985
How to Apply:	Apply in person to: Wilmette Rivers Campus Service-Learning Program 109 Hood Hall Office is open 8:30-5:30 daily

Performance Standards

It is important to develop a written set of performance standards for staff members so they know what is expected of them.

In order to develop performance standards, consider the following:

1. Schedule a meeting with each staff person and review tasks.
2. Discuss with the staff member the standards you both expect for each task. Standards, in order to be useful, should not be vague (e.g., "a good job") but should specify a measurable level of performance (e.g., "interview 30 students").

   Some standards are exceedingly difficult or impossible to quantify (e.g., "put students at ease in interview situations"). These should be expressed as *specifically* as possible (e.g., "use skills of active listening in interviews").

   It is important to let staff members influence the setting of standards.
3. Develop a form such as the following to specify performance standards:

POSITION: Assistant Coordinator

Duties/Tasks/ Responsibilities	Performance Standards
1. Conduct seminar for students in service-learning projects.	1. Students enrolled will report satisfaction with the seminar on seminar evaluation.
2. Work with community and students to develop new projects.	2. Two new projects will be developed.
3. Handle publicity for Service-Learning Fair.	3. Five new community organizations will participate; fair will be well attended by students.

4. Modify performance standards as the duties of the job change.

Delegating Responsibilities

As your office goes about its day-to-day business, you will find many unexpected tasks that need to be done. You can avoid a trap that many managers fall into by learning to delegate responsibilities, rather than attempting to do everything yourself. Unexpected tasks may turn out to be opportunities for your staff to develop new skills and expand their abilities.

The simplest way to handle assignment and delegation of responsibilities is through regularly scheduled staff meetings (for example, at the beginning of a week) where tasks for the week are listed. Individual staff members can volunteer to undertake tasks. Usually persons will take on tasks that are related to other tasks they have been doing, but sometimes pressing concerns will not allow this. In such a case, try to learn who is interested in assuming a new responsibility. It is likely that you as a manager will have more work than you can effectively do. Analyze your responsibilities to see if you can find interesting ones that could be carried out by someone on your staff. Everyone benefits if you can do this. You gain time and your staff gains valuable experience.

Reporting Systems

Reporting systems enable you to get the information you need to make decisions and to inform others about the status of your program.

Begin by listing the kinds of reports you need to make, who will receive them and when they are due. Then determine the kinds of information you need, and finally, decide the sources of the information. Summarize as on the form on the next page and negotiate agreements with each of your sources.

SAMPLE PLANNING SHEET TO MEET REPORTING NEEDS

Kind of Report	Intended for	When	Type of Information Needed	Source
1. Annual Report of Program Impact	Community Organization Staff and Dean	End of year	Impact on community Hours students worked Number of students Examples of learning	Project Coordinator Project evaluations Student records
2. Project Evaluations	Project Coordinators	End of year	Impact Suggestions for improvement Emerging needs	Students Community Organization Staff
3. Student Evaluations	Students Faculty Dean	End of each term	Accomplishments Type of learning Evidence of learning	Community Organization Students Project Coordinators

Endnotes

[1] These fund-raising activities have been adapted from "Raising Money and Morale," *Synergist* 7, 1 (Spring 1978): 29-32. The article, in turn, has been adapted from Joan Flanagan, *The Grass Roots Fundraising Book* (Chicago: Swallow Press, 1977).

Additional Readings

Drotning-Miller, Helen and Hill, Mary M. "Documenting Program Costs and Achievements." *Synergist* 4, 3 (Winter 1976).

Greene, William C. and Vecchi, John J. "Accounting for Student Volunteer Groups." *Synergist* 2, 3 (Winter 1974).

Miller, Thomas and Orser, G.R. *You Don't Know What You Got Until You Lose It: An Introduction to Accounting, Budgeting, and Tax Planning for Small, Non-profit, and Community Groups.* 2nd ed. Washington, DC: The Support Center/The Community Management Center, 1976.

Rosenthal, Herbert. "Budgeting for Student Volunteer Groups." *Synergist* 4, 2 (Fall 1975).

APPENDIX

APPENDIX
Organizations Supporting Service-Learning

The organizations listed below have materials or resources that are potentially of use to persons managing service-learning programs. Inclusion of these organizations in no way implies that NCSL/ACTION endorses their materials or favors them over other available materials.

1. ACTION/National Center for Service-Learning, formerly National Student Volunteer Program (NSVP)
   806 Connecticut Avenue, N.W.
   Washington, D.C. 20525
   (Toll-free) 1-800-424-8580, branch 88 or 89
   The National Center for Service-Learning supports service-learning through training and technical assistance and through the publication of materials designed to help practitioners implement service-learning. NCSL publishes *Synergist*, a journal appearing three times a year and containing up-to-date information on service-learning. All NCSL materials and services are available free of charge.

2. Council for the Advancement of Experiential Learning (CAEL)
   American City Building
   Suite 403
   Columbia, MD 21044
   (301) 997-3535
   CAEL is an organization devoted to advancing the cause of experiential education in colleges and universities. CAEL offers a number of services to colleges and universities which join their organization; a number of publications are also available.

3. Association for Experiential Education (AEE)
   Box 4625
   Denver, CO 80204
   (303) 837-8633
   AEE is an international network of diverse individuals, schools and other education organizations which share a common interest in and commitment to experience-based teaching and learning. AEE publishes the *Journal of Experiential Education* and a newsletter, *Voyageur*, and sponsors a major conference each year.

4. National Information Center on Volunteerism (NICOV)
   P.O. Box 4179
   Boulder, CO 80306
   (303) 447-0492
   NICOV offers training workshops and an extensive collection of materials, many of which are unavailable elsewhere, to member individuals and organizations.

5. National Center for Voluntary Action (NCVA)
   1214 16th Street, N.W.
   Washington, D.C. 20036
   (202) 467-5560
   NCVA supports volunteer efforts of various kinds both in and out of colleges and universities, principally through materials it has developed. NCVA publishes *Voluntary Action Leadership*, a journal devoted to up-to-date developments in the voluntary sector.

6. National Society for Internships and Experiential Education
   1735 Eye Street, N.W.
   Suite 601
   Washington, D.C. 20006
   (202) 331-1516
   This organization exists to support field experience education of various kinds, including the public service internship model. A newsletter, *Experiential Education*, is published bimonthly.

Acknowledgments

The National Center for Service-Learning would like to extend its thanks for the hospitality, cooperation and willingness to share ideas and materials shown by faculty, staff and students at the following institutions which were visited during the data-gathering phase of the production of this manual.

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Berea College, Berea, Kentucky
Boston College
Boston University
Brandeis University, Waltham, Massachusetts
Coker College, Hartsville, South Carolina
Davidson College, Davidson, North Carolina
Furman University, Greenville, South Carolina
Harvard University
Institute for Responsive Education, Boston, Massachusetts
Macalester College, St. Paul, Minnesota
Massachusetts Internship Office
Metropolitan State College, Denver, Colorado
Michigan State University
National Information Center on Volunteerism, Boulder, Colorado
Reed College, Portland, Oregon
San Francisco State University
South Carolina Internship Program
Union College, Barbourville, Kentucky
University of California at Berkeley
University of California at Los Angeles
University of Colorado
University of Kentucky
University of Minnesota
University of Oregon
University of South Carolina
University of Vermont
Western Interstate Commission on Higher Education (WICHE), Boulder, Colorado

Appreciation and thanks are also extended to the service-learning educators in the following institutions who sent materials and resources:

Ambassador Outreach (California)
Birmingham-Southern College
Broome County Social Services (New York)
California Polytechnic University
Chabot College
Chapman College
Chico Housing Improvement Program (California)
Coker College
College of the Holy Cross
College of William and Mary
Cuyahoga Community College
Davidson College
Dean Junior College
El Camino College
George Washington University
Herbert Lehman College of the City University of New York
Highline Community College
Hofstra University
Hood River Valley High School (Oregon)
Kansas State University
Kean College of New Jersey
Kent State University
KORDA Project, Newton, Massachusetts
Lake Tahoe Community College
Michigan State University
Mount Mercy College
Nasson College
National Technical Institute for the Deaf
North Central College
Northern Virginia Community College
Ohio State University
Orange Coast College
Queen's University (Kingston, Canada)
Resource Development Internship Program (Bloomington, Indiana)
Shippensburg State College
State of Georgia Governor's Office
Susquehanna University
Texas A&M University
Triton Community College

University of California (Berkeley)
University of Connecticut
University of Colorado
University of Dayton
University of Georgia
University of Louisville
University of Missouri
University of South Dakota
University of Vermont
University of Wisconsin
Urbana College
Voluntary Action Center of Hammond (Indiana)
Volunteer Services Division of the California Hospital Association
Utah Technical College
Western Michigan University
Yakima Valley Community College

And finally, thanks to the following agencies and colleges for generously supplying photographs:

ALCOR, Inc., Hazard, Kentucky
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Community Involvement Program, University of California at Berkeley
Loaves and Fishes, Portland, Oregon
Neighborhood History Project, Portland, Oregon
Neighborhood House, Inc., Portland, Oregon
Neighborhoods West/Northwest, Portland, Oregon
Portland Community College
Portland Fire Bureau
Portland Parks and Recreation
Students for Appalachia, Berea College, Berea, Kentucky

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REPRODUCIBLE FORMS

COMMUNITY INTEREST SURVEY

1. Check the appropriate box:

   ☐ I do
   ☐ I do not see a need for student volunteers to help in our community.

2. If you think the community would benefit from having student volunteers, what are the three areas in which students could be of most help:

   1) _____

   2) _____

   3) _____

3. I would like to explore the possibility of using student volunteers:

   ☐ Please call me at _____ between the hours of _____.
   ☐ I'll call you.

_____ _____
Date *Signed*

_____
Organization

PROJECT DESCRIPTION

Project/Agency name

Address *Phone*

Name of contact person *Phone*

Type of service the agency/project provides

Learning opportunities for students

JOB DESCRIPTION

Side one

_____
Name of agency

_____ _____
Address *Phone*

_____ _____
Name of supervisor *Phone*

Job Description: _____
Title

Qualifications:

1.

2.

3.

Coursework required:

1.

2.

Responsibilities:

1.

2.

Schedule

Hours: _____

Days: _____

Starting date: _____

Ending date: _____

Training

_____ Provided by agency (describe): _____

_____

_____ Not provided

Continued

Side two

Transportation

_____ Provided by agency (describe): _____

_____

_____ Not provided

_____ Reimbursed

_____ Not reimbursed

Special Conditions (describe): _____

_____

_____

_____

_____

Interested students should contact:

_____ Project Coordinator

_____ Service-Learning Office

_____ Agency Volunteer Supervisor

_____	_____
Name	*Phone*
_____	_____
Name	*Phone*
_____	_____
Name	*Phone*

MONITORING PROJECT ACCOMPLISHMENTS

Name of Project _____

Short-Term Objective #1 _____ Date _____

Evidence _____ Modifications _____

STO #2 _____ Date _____

Evidence _____ Modifications _____

STO #3 _____ Date _____

Evidence _____ Modifications _____

STO #4 _____ Date _____

Evidence _____ Modifications _____

STO #5 _____ Date _____

Evidence _____ Modifications _____

STO #6 _____ Date _____

Evidence _____ Modifications _____

STO #7 _____ Date _____

Evidence _____ Modifications _____

STO #8 _____ Date _____

Evidence _____ Modifications _____

SAMPLE SITE VISIT RECORD

Name of student _____ *Name of agency/project* _____

Date of site visit _____ *Purpose of site visit* _____

Comments:

END-OF-YEAR PROJECT SUMMARY

_____

Name of project

_____

Project purpose

_____ _____

Long-term objective *Evidence of accomplishment (impact on community)*

_____ _____

Long-term objective *Evidence of accomplishment (impact on community)*

Recommendations for future efforts:

SERVICE-LEARNING AGREEMENT

Project Information

_____ _____
Student's Name *Telephone*

_____
Student's Address

_____ _____
Project/Community Organization *Telephone*

_____
Project Address

_____
General Purpose of Project

_____
Job Title

_____ _____
Supervisor *Telephone*

Beginning date _____ Hrs./Week _____ Completion date _____

Comments: _____

Service Objectives

Please describe below (a) the service objective you intend to pursue in this project (e.g., "Assist community residents to convince landlords to upgrade rental units."), (b) the methods you will use to achieve your objectives (e.g., "Research tenants' legal rights, available means of redress."), and (c) the evidence you will present to show you have achieved your objectives (e.g., "Documented improvements in residences OR brief case histories showing efforts that were made and the results.").

Learning Plan

Please describe below your learning objectives for this project (e.g., "Understand the rights of tenants and available means of redress."), the methods you will use to achieve your learning objectives (e.g., "Research in libraries, interview lawyers, talk with community people and agency staff who have had success in the area."), and the evidence you will use to show you have achieved your objectives (e.g., "List of books read, records of interviews; as a final project, a paper summarizing project efforts, results and future recommendations.").

Continued

Side two

Student

As a student committed to a service-learning component in my education, I agree to devote _____ hours per week for the time period from _____ to _____ in the fulfillment of the service objectives described above to meet academic requirements of this service-learning experience.

_____ _____
Name *Date*

Student Supervisor in Community Organization

As supervisor to _____, I hereby agree to guide his/her work done under my direction (as outlined above), and to submit a final evaluation of the student's work.

_____ _____
Name *Date*

Project Coordinator

I agree to monitor the progress of _____, to assist the supervisor in any capacity pertaining to the student, (OPTIONAL): and to certify the student for _____ credits upon completion of requirements specified in the student's learning plan.

_____ _____
Name *Date*

Faculty

I have examined _____'s learning plan (described above) and find it satisfactory. Upon my evaluation of _____ and other classroom requirements
(evidence student will submit to demonstrate achievement of objectives)
(if any), I will award _____ credits for the class _____.

_____ _____
Name *Date*

STUDENT ACHIEVEMENT OF LEARNING OBJECTIVES

_____ _____

Student's Name *Project*

Summary of Learning Objectives (Take these from the Service-Learning Agreement)

Example:

Evidence of Achievement

Example:

Comments

Did the student receive credit? _____ _____

Yes *(If yes, list course title and number of credits.)*

_____

No

PERSONAL DEVELOPMENT PLAN

To the Student:

Discuss this plan with your service-learning project coordinator, your supervisor and the manager of your school's service-learning program. At the end of the period of time you describe below, check your progress: Did you accomplish what you wanted to accomplish? Were your goals too high? Not high enough? What steps should you take next?

_____

Name of Student

_____

Present Project

1. Describe the career you wish to pursue:

2. Next, list the skills and knowledge you would like to develop to prepare you for the career you would like to have:

3. Now, considering the opportunities that are afforded by the project you are working on, describe what you can do to acquire or develop the skills you listed above:

4. And finally, summarize your plan by filling in the blanks below:

My plan for _____ is to
Period of time

_____

_____

in order to gain the skills of _____

_____

so that I will be able to _____

_____

_____

EVALUATING THE PROGRAM

PROGRAM OBJECTIVES

A. What objectives have you set for carrying out support functions in these areas?

- Recruitment
- Screening and placing
- Orientation
- Training
- Transportation
- Insuring students
- Developing leadership
- Motivating and rewarding
- Evaluating
- Community relations
- Other

B. For each objective you listed, what was your actual achievement?

C. What recommendations would you make for future objectives?

PROGRAM BENEFITS

Some individuals find it helpful to estimate the value of services rendered by student volunteers. The following simple formulas will help you do this.

Number of hours students worked on service-learning projects	×	$2.95 (or current minimum wage)	= $	Value of student efforts for the community
Program costs	÷	Number of students on projects	=	Contribution per student
Program costs	÷	Hours worked	=	Hourly cost of services

Don't forget to include any tangible benefits to the community, such as fund-raising activities undertaken on behalf of nonprofit organizations.

PROJECT EVALUATION

Side one

1. What is the purpose of your project?

2. List the objectives you set for your project at the beginning of the year. To what extent were they achieved and what changes would you now make?

3. What has been the effect of your project on the community?

4. Is someone else in the community doing the same thing? *Should* someone else be doing it instead (i.e., the community itself)?

5. What possible effects might the project be having that are not being considered?

6. What community needs have come to your attention through your work in your project? (Mention needs even if they don't relate directly to your project.)

7. How much contact does each volunteer have with the community (community advisors, families, children, elders)?

8. Who have been your community resource people?

9. Did you find them accessible and helpful? What role did they play? What role would you like them to play?

Continued

10. What feedback have you received from the community?

11. How many volunteers were in your project? How many people were served?

12. What was expected from your volunteers in terms of time commitment? Meetings? Responsibilities?

13. Do you feel you provided your volunteers enough orientation/training to do a good job?

14. What suggestions can you make for next year's orientation/training?

15. What forms of support were given to the volunteers after the training session? Do you feel the support was sufficient?

16. In what ways did you keep in touch with your volunteers?

17. Were the volunteers supportive of one another? How?

18. As a coordinator, what was the most difficult to deal with:
    a. Volunteer enthusiasm
    b. Working with coordinator (if applicable)
    c. Relations with program office
    d. Finding community support
    e. Academic linkages
    f. Other

EVALUATION OF STUDENT

Please rate _____ on each of the characteristics
Student's Name
listed by checking the appropriate box. In the section for comments, list any strengths or weaknesses of the student that you feel are important.

Characteristics	Excellent	Good	Average	Below Average	N/A: Can't Rate	Comments
1) Desire and willingness to take on new assignments						
2) Potential for further development						
3) Concern for needs of community						
4) Willingness to work through an assignment to completion						
5) Ability to communicate with community residents						
6) Imaginativeness and resourcefulness						
7) Cooperation – Willingness to get along with others						
8) Overall evaluation of performance						

Side two

Did the student meet _____ exceed _____ fall below _____ *(check on appropriate line)* your expectations?

Other comments:

_____

Signed (Project Coordinator)

_____

Date

I have seen this evaluation and agree with it.

_____

Signed (Student)

AGENCY EVALUATION FORM

Please place a check in the space that best describes your opinions and feelings.

Please answer all the questions as honestly as you possibly can. Your responses will be used to decide which organizations we will work with in the future, as well as to rate each one where volunteers are currently placed. Copies of the results of this survey will be placed on file in the service-learning office for your inspection.

Was training provided by the organization?

A lot _ _ _ _ _ _ _ None at all

If training was provided, did you find it:

Too complex to understand _ _ _ _ _ _ _ Too simple to be worth much

Too long _ _ _ _ _ _ _ Too brief

Effective _ _ _ _ _ _ _ Ineffective

Sufficient preparation for work in the agency _ _ _ _ _ _ _ Insufficient preparation

If training was provided, who conducted it?

_____

If no training was provided, would you like to see a training program initiated?

Yes ___ No ___

How did the organization's staff react to you as a volunteer?

Warm _ _ _ _ _ _ _ Cold

Open _ _ _ _ _ _ _ Aloof

Treated as member of the team _ _ _ _ _ _ _ Treated as an outsider to group

Were you given assistance by staff when confronted with a problem?

A lot of assistance _ _ _ _ _ _ _ No assistance

Eagerly given _ _ _ _ _ _ _ Reluctantly given

Was this assistance:

Very helpful _ _ _ _ _ _ _ Not helpful

Clear _ _ _ _ _ _ _ Confusing

What resources were available to you? (Check as many as available.)

___ Films and presentations
___ Supervisor meetings
___ Staff meetings
___ Case presentations
___ Special lectures
___ Don't know
___ Other (please specify) _____

If these resources were available, did you:

Use most of them _ _ _ _ _ _ _ Use none at all

Why: _____
_____
_____

How much supervision did you receive?

Too much _ _ _ _ _ _ _ Too little

Were the hours you were expected to work:

Convenient _ _ _ _ _ _ _ Inconvenient

Too many _ _ _ _ _ _ _ Too few

Is the physical setting of the organization:

Conducive to volunteer work _ _ _ _ _ _ _ Inhibiting to volunteer work

Near your home _ _ _ _ _ _ _ Far from your home

Well kept _ _ _ _ _ _ _ Not kept up

Cheerful _ _ _ _ _ _ _ Depressing

Continued

Side two

Has your project coordinator been:

Helpful	_ _ _ _ _ _ _	Not helpful
Always available for questions	_ _ _ _ _ _ _	Never available for questions
Informative on resources available	_ _ _ _ _ _ _	Not informative on resources available
Considerate	_ _ _ _ _ _ _	Inconsiderate
Reliable	_ _ _ _ _ _ _	Unreliable

On the whole, the clients with whom you have been working:

Appreciate your help	_ _ _ _ _ _ _	Do not appreciate your help
Look forward to seeing you	_ _ _ _ _ _ _	Avoid seeing you
Are warm	_ _ _ _ _ _ _	Are cold
Have made progress	_ _ _ _ _ _ _	Have made no progress

Do you have any suggestions for improving the service opportunities at the organization where you worked? If so, please explain:

Any additional comments?

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